

CONSENT:
There are no consent items.

INFORMATION:

- | | |
|--|-------|
| 1. USHE – Annual Contracts and Grants Report | TAB U |
| 2. USHE – Report of Auxiliary Funds | TAB V |
| 3. USHE – Annual Report of Institutional Revenue Bonded Indebtedness | TAB W |
| 4. USHE – 2014 Data Book | TAB X |
| 5. Update on Institutional Audit Reports to the Regents' Audit Committee | TAB Y |
| 6. Dixie State University – Transfer of City of St. George Streets to the University | TAB Z |

10:30 – 11:00 AM **STATE OF THE UNIVERSITY – PRESIDENT PERSHING**
Location: Douglas Ballroom

11:00 AM – 12:30 PM **COMMITTEE OF THE WHOLE**
Location: Douglas Ballroom

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|--|--------|
| 1. Commissioner's Report | |
| 2. USHE – Legislative Priorities for 2014 | TAB AA |
| 3. Completion Initiatives and "15 to Finish" | TAB BB |
| 4. General Consent Calendar | TAB CC |
| 5. Reports of Board Committees | |
| 6. Presentation on "UESP on Campus" | |
| 7. Report on the Technology Initiative Advisory Board to the Utah State Board of Regents | TAB DD |
| 8. Resolution of Appreciation | |

12:30 – 1:30 PM **LUNCH**
Location: City Creek

1:30 – 2:30 PM **EXECUTIVE SESSION (Closed Meeting – State Board of Regents) (If Needed)**
Location: Alpine

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.

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Arts/Bachelor of Science in University Studies

Issue

Utah Valley University requests approval to offer a Bachelor of Arts/Bachelor of Science in University Studies (UVST), effective Fall 2014. This program was approved by the Institutional Board of Trustees on October 18, 2012.

Background

Utah Valley University has proposed a University Studies baccalaureate program for students who have accumulated 60 hours of credit but whose educational goals may not be met by existing degree programs. Prospective students will need to apply to the proposed program committee for acceptance and will work with an advisor and faculty mentor to develop a customized course of study. The degree will assist learners in developing essential skills valued by employers and graduate schools (e.g., applied learning, critical thinking, written/oral communication, team work, ethical reasoning, and global understanding) within the framework of a larger discipline. Students will complete a structured, yet customized set of upper-division courses under the guidance of an advisor and faculty mentor to ensure that standards for academic rigor at the bachelor level are achieved. Candidates for the degree will focus on intellectual skills and integrative knowledge by enrolling in courses in a general disciplinary area with intentionally-selected, specialized knowledge courses that contribute to an integrated whole. The proposed program adds two required courses: either an internship or a capstone, and an additional course to be taken in communication, humanities, English, management or philosophy. Students will work with their mentor to articulate the learning outcomes they expect to master in their program. The learning outcomes and competencies are taken from the Essential Learning Outcomes (developed by the Association of American Colleges and Universities), which have been adopted by the institution, and the cross cutting skills found in the Degree Qualifications Profile (developed by the Lumina Foundation).

Courses for the proposed degree are in place in various colleges and schools. The faculty members teaching these courses have appropriate credentials. The capstone and internship courses will be under the direction of faculty members in departments related to the degree focus, but will have the UVST prefix for purposes of record-keeping and oversight. Because students will be taking existing courses across all schools/colleges at UVU, no additional faculty will be needed for each of the first five years of the program.

The proposed BA/BS in University Studies will help prepare students for future employment and graduate education.

Policy Issues

Questions were raised regarding the lack of an assessment strategy that would actually assess student learning on the Essential Learning Outcomes and the skills acquired within the Degree Qualifications Profile. Unclear was the number of faculty that would be necessary to teach in the proposed program if the program grows to the extent projected in the proposal. While these are issues that Utah Valley University will need to address, all USHE institutions supported the commencement of the proposed program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer a BA/BS in University Studies, effective Fall 2014. However, the third-year report will need to include evidence of appropriate student learning assessments of the knowledge and skills in the Essential Learning Outcomes and Degree Qualifications Profile, qualifications and rank of participating faculty, and evidence of an integrated curriculum.

David L. Buhler
Commissioner of Higher Education

DLB/PCS
Attachment

Section I: The Request

Utah Valley University requests approval to offer Bachelor of Arts/Bachelor of Science in University Studies (UVST) effective Fall 2013. This program has been approved by the institutional Board of Trustees on October 18, 2012.

Section II: Program Description

Complete Program Description

The proposed BA/BS degree in University Studies is designed to meet the academic and professional objectives of learners whose needs are not addressed through existing degree programs. The degree assists learners in developing essential skills valued by employers and graduate schools (e.g., applied learning, critical thinking, written/oral communication, team work, ethical reasoning, and global understanding) within the framework of a larger discipline. Learners will complete a structured, yet customized, set of upper-division courses under the guidance of an advisor and faculty mentor to ensure that standards for academic rigor at the bachelor level are achieved. Candidates for the degree will focus on intellectual skills and integrative knowledge by enrolling in courses in a general disciplinary area with intentionally-selected, specialized knowledge courses that contribute to an integrated whole and by completing a capstone experience that further prepares them for their chosen professions or graduate school admission. Under the direction of a faculty member, students will propose and complete the capstone course, which will involve reflection and a synthesis of learning that demonstrates achievement of the learning outcomes for the degree.

Purpose of Degree

The degree provides flexibility for students who desire an integrative educational program for personal, career, or professional goals. It is suited to traditional and non-traditional students who have a clear sense of their future and how earning such a degree will help them achieve their professional goals. The degree provides the opportunity to connect concepts, theories, and practices from across disciplines to produce new knowledge, insights, and perspectives through an articulated plan of study.

Inherent in the degree is an intentionality of purpose in that the student, under the mentorship of a faculty mentor, identifies needed knowledge, skills, and abilities that are aligned with an articulated career path. The capstone experience in the form of an internship, portfolio, or research project will require students to synthesize and apply their learning. As part of this experience, students will reflect on how they have met the designated outcomes for the degree. In essence, the degree is for self-directed learners who know their interests and can design with faculty support a program of study that will result in the learning and qualifications needed to reach their goals.

The Degree Qualifications Profile (DQP) produced by the Lumina Foundation in January 2011¹ identifies five basic areas of learning, including Intellectual Skills, Applied Learning, Civic Learning, Specialized Knowledge, and Broad/Integrative Knowledge that every graduate at each degree level should be able to demonstrate in increasing levels of complexity as the student progresses from the associate to the bachelor to the master's degree level. The DQP "emphasizes the integration of ideas, methods, practice and theory

¹ http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf

across broad and specialized knowledge realms.”² “Looking to the future, because current and prospective students will face changing workplace demands, new technologies, civic challenges, and expanded parameters of knowledge, the degree profile emphasizes analysis, adaption, and application within both occupational fields and the art and sciences. Many students will change jobs and fields several times during their lives. Therefore, the degree profile strongly emphasizes the kinds of crosscutting competencies that graduates need for continuous learning in complex and changing environments.”⁶

This degree supports the model of integration described by the DQP by giving students the opportunity to create with guidance their own plan for educational achievement that crosses specialized knowledge and disciplinary boundaries, but still incorporates the basic areas of learning described by the DQP. These areas are distributed among and included in the Essential Learning Outcomes required of all graduates earning bachelor degrees from UVU. By requiring the standard General Education Requirements as a base and then building on that foundation with an intentional core of required and specialized upper division courses designed to add, strengthen, and integrate institutional learning outcomes in areas of individual interest, the BA or BS in University Studies Degree encourages a customized educational plan that meets or may exceed standards of academic rigor. The requirement of the capstone experience and demonstration of resulting reflection, synthesis, and integration is a key element to evidence successful achievement of academic goals.

To be accepted into the degree program, students will design a plan with the assistance of a faculty mentor and advisor. The plan must logically connect the course work across disciplines, appropriately sequence the courses to build on previous learning, demonstrate a synthesis of divergent theories and practices, and show evidence of how this synthesis will result in new insights and perspectives. The plan will assist learners to reach their professional goals and achieve essential learning outcomes such as critical and creative thinking, oral and written communication, personal and social responsibility, integrated and applied learning, and knowledge foundations, which have been identified within UVU’s Essential Learning Outcomes. The student’s plan will be entered into a curriculum map which will show the courses already completed and the courses planned for each remaining semester. The curriculum map will indicate to what degree each course addresses the Essential Learning Outcomes. It will also require the student to summarize how the course sequence will provide logical building of knowledge, skills, and competencies, and to summarize how the set of chosen courses constitutes a cohesive, integrated program that meets the academic goals of the student.

Students may apply up to 16 credit hours of experiential credit to the degree under the direction of the applicable department in which the courses reside and in keeping with current policy for granting such credit. The degree plan will require approval of the faculty mentor, dean of the college or school in which the focus is situated, and the dean of University College, where the degree will reside.

Institutional Readiness

The proposed degree can be offered immediately as it requires no new faculty or advisors and the curriculum is in place. The degree will be administered through University College where the Associate of Science and the Associate of Arts degrees in University Studies (UVST) reside. These degrees accommodate students who have not yet selected a major in a particular discipline or who desire a general degree. The proposed degree program supports the mission of University College to connect academic and

² http://www.iimnnsfoundation.org/publications/The_Degree_Qualifications_Profile.pdf, page 3

⁶ http://www.iimnnsfoundation.org/publications/The_Degree_Qualifications_Profile.pdf, pages 2-3

social systems across the institution in a holistic way, draw from areas of expertise across the university, and provide students with needed knowledge foundations and academic support to aid success.

The Dean of University College (or the dean's designee) will have primary responsibility for the degree and will be assisted by an oversight committee consisting of faculty from across the institution who will ensure that professional standards are met and that the degree is academically rigorous.

Two new courses will be created (Internship and Capstone). These courses are already in place in departments throughout the institution, but are being created within University College in order to more easily track and assess the degree. Faculty from across the institution will mentor students in these courses in the same way they would mentor students enrolled in capstone, internship, or individual reading courses within their own departments and majors. Students enrolled in either of these courses would engage in a summative project, as suggested by the DQP; that is a "paper or practice-based performance that draws on current research, scholarship and/or techniques in the field."³

Faculty

The degree will draw from courses already in existence at the institution. No additional faculty will be needed. All those who will be teaching courses in the degree program have met the professional standards of their disciplines. As indicated in the Projected Enrollment chart, after 5 years the program will need the equivalent of 1.46 faculty FTE to oversee the capstone and internship courses. However, the 1.46 increase will be distributed across departments in the institution.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Master’s Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
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			

³ *Ibid.*, page 18

Part-time Non-Tenured			
Total Headcount Faculty			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
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.")	0	0	1.46

Staff

As this degree will be administered through existing structures within each college/school, no additional staff will be required initially. As demand for the degree increases, the University will request reassigned time (.5) for a faculty member to oversee the degree.

Library and Information Resources

No additional library resources are needed for the degree. The degree draws from existing courses, which are already supported with library holdings.

Admission Requirements

Students seeking admission to the BA/BS in University Studies must meet the following admission requirements:

- Be a student in good academic standing at UVU with a minimum 2.0 grade point average
- Have completed 60 or more semester credit hours
- Submit for approval a Plan of Study to the dean of the college/school with responsibility for the area of focus and to the dean of University College.
- The plan of study must demonstrate the following: 1) an area of focus, 2) completion of General Education and university requirements, 3) 40 credits of upper division courses, 4) a capstone internship or project, 5) learning outcomes. Course sequencing and how coursework will address the learning outcomes will be demonstrated through a curriculum map, which the student will complete with the help of the advisor and faculty mentor.
- Admission to the degree program will require approval by an academic advisor, dean of the college or school with oversight for the area of focus, and dean of University College. The deans may appoint a designee for this responsibility.

Student Advisement

Students interested in pursuing a degree in University Studies will initially work with an advisor in University College. They will be required to consider other degree programs before selecting this degree in order to ensure that a major appropriate to their educational goals is not already available. As students determine an area of focus, they will be directed to an advisor in that area who will assist them in identifying a faculty mentor. Students will apply for admission to the degree program by designing a plan of study with the assistance of their advisor and faculty mentor. The faculty mentor will continue to communicate with the student on a regular basis, supervise the capstone experience, and oversee the student's progress to degree completion. The faculty mentor will also ensure that the course of study is clearly structured with an

integrated curriculum and that the course work is linked to UVU's essential learning outcomes. The capstone project, either an internship or research-based endeavor must involve reflection and a synthesis of learning that demonstrates achievement of the identified learning outcomes.

Additionally, an oversight committee of faculty representing various disciplines will serve to set policy, regularly review the degree program, and ensure that it is meeting the needs of students and the region, and that appropriate standards of academic rigor are being met. The committee or assigned subcommittee thereof will also review the proposed plan of study and the culminating project of each student applying for graduation in this degree.

Justification for Graduation Standards and Number of Credits

Graduation standards for the degree follow and are consistent with those in place at the institution for BA/BS degrees.

- Completion of 120 semester credits.
- Overall grade point average of 2.0 (C) or above.
- Residency hours: minimum of 30 credit hours through course attendance at UVU, with at least 10 hours earned in the last 45 hours.
- At least 40 upper division credit hours, with a clearly identified set of core upper division courses to meet individual academic goals and institutional essential learning outcomes.
- (For the BA degree) Complete 16 credit hours of course work from one language to include the 1010, 1020, 2010 and/or 202G/2020 levels, or transferred equivalents.
- Completion of General Education requirements.
- Completion of specific departmental (major) requirements, including the Plan of Study as defined during the matriculation process.
- Completion of at least one Global/Intercultural Requirement course.

External Review and Accreditation

External consultants were not involved in the development of this proposed degree. No accreditation for the degree will be sought beyond that which is already in place through Northwest Commission of Colleges and Universities.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

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	3	10	30	50	65
Total # of Declared Majors in Proposed Program	0	20	50	70	90	100
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table)		.17	.67	.79	1.21	1.46

above)						
Total Department Student FTE (Based on Fall Third Week)		1.33	4.00	5.67	7.33	8.33
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)		6.67	5.71	7.08	6.11	5.56
Program accreditation- required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)		N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

The degree is not an expansion of an existing program.

Section III: Need

Program Need

The flexibility of the UVST degree fits the needs of a variety of students. For some, it will provide the specific knowledge and expertise required to pursue an identified career path that cannot be achieved through available degree options. Other students may decide to change directions as they pursue a major and determine it does not suit their talents, abilities, or goals. These students will be able to utilize the credits they have already earned to create a more appropriate program of study. They will not have to begin a completely different major and their time to degree completion will not be increased. Another potential population for this degree includes those who have earned some university credits but have not completed a degree due to personal life situations or employment. These students can design a program of study that prepares them for desired career opportunities or enhances their current employment situations without beginning anew. Further flexibility may be possible and increase demand for the degree as a greater number of online courses are developed at UVU.

The proposed degree also supports the following educational needs:

- Utah's 2020 Plan for Higher Education aims to increase the percentage of those in the work force with postsecondary educational credentials, as 66% of all jobs in Utah will require some type of postsecondary education by 2018. The goal is for 55% of the workforce between the ages of 25-64 to have an associate's degree or higher by 2020 and for an additional 11% to have postsecondary training.
- The Utah Women and Education Project is focused on encouraging and enabling more Utah women to complete a degree. Currently, Utah females aged 18-24 lag behind the nation in higher education enrollments (49% of higher education enrollments in Utah are women compared to 57% nationally). The lowest percentage (43%) is at UVU. A survey of students who left UVU without a degree indicated that 44% percent of females and 23% of males who participated in the survey were interested in this degree. Thus, the degree has much potential to raise the rates of degree attainment of females in Utah.

The UVST degree is particularly well-suited to address these compelling educational needs within Utah as it builds on credit hours previously earned and offers students the opportunity to design a program of study that accounts for their unique circumstances and career objectives. It provides a customized, integrative degree option for those who have definite educational and career plans.

The coordinator of the Bachelor of General Studies degree at Brigham Young University (BYU) indicated that since the degree was implemented in 1998, they have had 1,100 graduates. Currently about 1,500 students are enrolled. BYU has a specific candidate pool for the degree as it is available only to former BYU students who have completed 30 hours in residence. The coordinator indicates that the demand for such a degree is much higher than what they are able to meet. They get many inquiries from individuals who are not former BYU students. This information indicates a potential pool of students whose educational needs are not being addressed by other providers of similar degrees.

Labor Market Demand

The UVST degree situates graduates for a range of future possibilities and may be less vulnerable to changes in market demand than more traditional degrees in that it focuses on intellectual and integrative learning outcomes that serve individuals well in a variety of careers. Research conducted by the Association of American Colleges and Universities (AAC&U)⁴ indicated that employers value broad learning outcomes such as intellectual and practical skills (written and oral communication, critical thinking and analytic reasoning, complex problem solving, teamwork in diverse groups, creativity and innovation, information literacy, quantitative reasoning), personal and social responsibility (e.g., ethical decision making, intercultural competence, intercultural knowledge, civic knowledge, participation, and engagement), integrative and applied learning, and knowledge of human cultures and the physical and natural world.

Within Utah, findings from an employer survey conducted by UVU's Office of Institutional Research and Information indicated that 75% of employers perceive that individuals completing a bachelor's degree in any area are prepared to learn what is needed and can get trained on the job. They do not have a preference for hiring graduates from a particular discipline. Additionally, the K-16 Alliance Workforce Committee held focus groups of employers across the state from different industries. Findings indicate that employers value the following top 20 skills:

- Accountability
- Adaptability and flexibility
- Computer science and technology
- Critical thinking
- Customer service
- Dependability and reliability
- Financial literacy
- Honesty
- Interpersonal skills and social interaction
- Job specific training
- Leadership
- Math and Science

⁴ Greater Expectations: A New Vision for Learning as a Nation Goes to College (2002); Taking Responsibility for the Quality of the Baccalaureate Degree (2004); Liberal Education Outcomes: A Preliminary Report on Achievement in College (2005).

- Positive attitude
- Problem-solving
- Professional work ethic
- Sensitive and accepting of other cultures
- Taking initiative
- Team work
- Technical skills
- Verbal and Written Communication

Similarly, career counselors at UVU indicate that although some professional areas require a specific degree, increasingly employers are seeking bright and capable employees with critical thinking, communication, and problem-solving skills. They are willing to train graduates for specific job requirements. These three sources of information strongly support the desirability of a general degree that prepares students with overall intellectual skills and competencies rather than specific discipline-based knowledge, which will change over time.

Additionally, deans, directors, and coordinators of USHE graduate programs (15 respondents total) indicated in response to an e-mail query that a UVST or general studies type of degree would be comparable to any other degree for graduate school admission except for those requiring specialized knowledge or professional certification (e.g., secondary education, radiology). In some cases, prerequisites or prior work experience may be required as it would for those with any degree. They pointed out that GPA, standardized test scores, rigor of course work, and institutional reputation are considered along with the undergraduate degree. One indicated support for any degree that promotes a better educated population.

The UVST degree emphasizes UVU's essential learning outcomes, including knowledge foundation, integrative and applied learning, intellectual and practical skills foundation, professional competency, people of integrity, and stewards of place, which are based on those identified by AAC&U research. Students' individual areas of emphases and capstone project for the degree will focus on and develop these outcomes. The outcomes support the traits and skills identified by state and national employers as highly desirable. Likewise, graduate program administrators within the state concur that these skills are excellent preparation for success in graduate school. Thus, the degree is highly marketable for both employment and advanced levels of education.

Student Demand

Various survey results and statistics identify potential candidate pools in Utah County for the UVST degree. One probable population for the degree includes students who have previously accumulated university credit hours, not completed a degree, and are no longer enrolled. A survey of 1,000 former UVU students who had stopped attending for at least one semester indicated that 38% of those who responded to the survey were interested in a UVST degree. The following percentage of respondents indicated interest, based on the number of earned credits when they stopped attending: freshmen - 51%, sophomores - 33%, juniors - 49%, seniors - 23%. 44% of females and 23% of males expressed interest.

Several additional groups of individuals may be interested in the degree based on their enrollment patterns. These include: 1) current students who have sufficient credits to graduate but have not completed, 2) those who are close to having the needed number of credits for a degree but may want to change directions, 3) students who are into their second year of study, have not yet declared a major, and have demonstrated

some indecisiveness about selecting one, and 4) students who are into their second year of study and have declared a major, but have demonstrated some indecisiveness about their choice. The following data give some indication of the size of these pools of potentially interested students:

1. Students enrolled Spring 2011 with 120 credits or more earned, including transfer credit, who have completed less than 60% of their current program = 336
2. Students enrolled Spring 2011 with over 90 credits earned and no graduation attempt = 3,676; with 6,299 total from 2004 to Spring 2011. A phone survey conducted by UVU in April 2012 of students with 90 or more credits, who had completed less than 60% of their current program, and who had not previously completed a degree, indicated that 26% of the students who responded (36/137) would be interested in the proposed degree. Primary areas of interest included fine arts, humanities, and computing/technology. Additionally, students said they might have been interested if they had known about the degree earlier in their academic planning.
3. Students enrolled Fall 2010/Spring 2011 who had not declared a major, had 45-75 credits, no previous degree, and who had changed majors two or three times = 1,739
4. Students enrolled Fall 2010/Spring 2011 with a declared major, had 45-75 credits, no degree, and who had changed majors two or three times = 4,943

This information is meant to demonstrate various groups who could potentially benefit from the degree. However, the degree is designed to fit the needs of those who have professional goals that cannot be met through existing majors. Those applying for the UVST major will need to demonstrate specific, intentional, and well-defined goals accompanied by a relevant study plan.

The director of the Academic Counseling Center at UVU and other advisors indicate that they frequently receive requests from students for this type of degree. Some of these students are returning to their studies after a period of time and want to utilize previously earned credits that may not be an exact fit for existing majors. These students generally have specific professional goals which the degree would help them achieve. Advisors across campus were surveyed to determine their views of the need for and viability of the degree. They were supportive based on the student inquiries they receive.

Similar Programs

Similar degrees are offered by institutions across the state. However, several of these require the integration of two or three areas of focus. Degrees in this category include the Integrated Studies degrees at UVU, Weber State University, and Dixie State University. The UVST degree program differs from these in that it has a single, overarching area of focus rather than linking specific disciplinary concentrations. A traditional degree offers the most in-depth focus in a prescribed discipline with interdisciplinary degrees somewhat broadening this focus. The UVST degree offers the most customized and integrative option for those who can articulate a need for the skills acquired by pursuing this type of degree.

The University of Utah offers a University Studies degree, and Utah State University and Southern Utah University offer Bachelor of General Studies degrees. These degrees are similar to the proposed UVST degree. The University of Utah degree is centrally housed in the Office of Undergraduate Affairs while the latter two degrees reside in individual schools and colleges depending on the area of focus. Being administered in University College, the proposed UVST degree would have a similar organizational structure to the University Studies degree at the University of Utah. At Utah State University, the areas of focus include Agriculture, Business, Education/Human Services, Engineering, Humanities, Arts, Social Science, Natural Resources, and Science. The UVST degree at UVU proposes comparable areas of concentration based on the colleges and schools at UVU. Although similar degrees are offered in the state,

the UVST degree at UVU will serve students in Utah County who are not eligible for the BYU degree and need an opportunity to fulfill their professional goals.

Collaboration with and Impact on Other USHE Institutions

In designing this degree, proposals for Bachelor of General Studies degrees at Utah State University and Southern Utah University were reviewed. Additionally, several e-mail exchanges and phone calls occurred between those proposing this degree and those responsible for the Bachelor of General Studies degrees at USU and SUU and the Bachelor of University Studies degree at the University of Utah. As the degree is individualized and the primary intended audience is those who have previously attended UVU or are currently enrolled, no impact is anticipated on other USHE institutions offering similar degrees. This degree and similar degrees at other USHE institutions are designed to meet the needs of small numbers of students with specific academic and career plans.

Benefits

The proposed UVST degree will provide an option for students with clearly identified professional goals for whom traditional degrees do not meet their needs. The degree will contribute to the USHE goal of having 66% or more of Utah adults with some type of postsecondary training by 2020.

Consistency with Institutional Mission

UVU is classified by Regent's Policy as a Master's University with associate and bachelor degree programs, including career and technical education options and selected graduate programs. The degree supports the university's role as a comprehensive university. It also supports UVU's accreditation themes of inclusiveness and student success by providing opportunities for those who may have previously left UVU or other institutions without a degree or cannot meet their educational goals through more traditional degree offerings. The capstone (i.e., internship, portfolio, research/writing project) is aligned with UVU's Carnegie elective classification for community engagement and with UVU's core accreditation theme of engaged learning. It is also aligned with the definition of bachelor level learning outcomes described by the Lumina Foundation's Degree Qualification Profile.

Section IV: Program and Student Assessment

Program Assessment

The UVST degree is designed to meet the needs of students who have a clearly articulated career path and whose goals cannot be met through a traditional major. The degree focuses on the intellectual skills and integrative learning outcomes valued by employers and graduate schools. As part of the application for the major, students will be guided by their advisors and faculty mentors in identifying how UVU's Essential Learning Outcomes will be addressed by the area of focus and the capstone experience. The plan will indicate how the learning goals will be assessed through the capstone, which is the culminating experience for the major and which demonstrates the degree to which the student has synthesized and integrated the knowledge and skills acquired through the sequence of courses.

The faculty oversight committee or an assigned subcommittee will review each student's proposed plan of study and rate it using a criterion-based rubric focused on the extent to which the student provides evidence for the following: existing majors do not address the student's educational and professional goals, the proposed plan of study supports achievement of the Essential Learning Outcomes, the potential capstone project and its relationship to the Essential Learning Outcomes are clearly described, the plan of

study reflects the student's post-baccalaureate goals, and the curriculum map demonstrates how course sequencing will lead to increasing mastery of the Essential Learning Outcomes.

As the student completes courses each semester, assessment of the student's achievement of individual course outcomes will be determined by the instructor for each course. In addition, when course work and capstone project are completed, the committee will use a second criterion-based rubric to determine to what extent the Essential Learning Outcomes and the goals of the individualized program have been met through the capstone experience (such as portfolio, research paper, or internship experience) including written evidence of reflection, integration, and synthesis of learning experiences to demonstrate achievement of expected outcomes. The committee may request an oral interview with the student either upon application for entry into the degree or upon completion of the capstone project if deemed appropriate or necessary.

Assessment will include the following:

Ratings and scores of the capstone experience (research/writing project, internship, portfolio, etc.) using a criterion-based rubric.

1. Profile of students who select this degree option (e.g., GPA, demographics, retention, graduation, etc.)
2. Survey of job or professional/graduate program placement for graduates.

Expected Standards of Performance

Standards of performance will meet those required to be in good academic standing at UVU. Specific learning outcomes will be identified in students' individualized learning plans. Student work will be evaluated at the course level with overall competencies being assessed through the capstone experience. The program will be regularly reviewed according to accreditation and program review requirements.

Section V: Finance

Budget

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		4400	16016	19036	29696	38605
Benefits		466	1698	2018	3148	4092
Total Personnel Expense		4866	17714	21054	32844	42697
Non-Personnel Expense						
Travel		1000	1000	2000	2000	2500
Capital		0	0	0	0	0
Library		0	0	0	0	0
Current Expense		0	0	0	0	0
Total Non-personnel Expense		0	0	0	0	0
Total Expense (Personal + Current)	\$	\$5866	\$18714	\$23054	\$34844	\$45197
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Tuition Generated by New/FTE		5259	15776	22349	28923	32867
Other: Tuition Growth		608	2938	705	5922	12331
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition						
Total Revenue	\$	\$5866	\$18714	\$23054	\$34844	\$45197
Difference						
Revenue-Expense	\$	\$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")	\$	\$99	\$99	\$99	\$99	\$99

Funding Sources

Because the existing curriculum and faculty are already in place for the UVST degree, no additional costs will be incurred. Graduation rates may be positively impacted by the degree, which would result in additional tuition revenues. In the future, we anticipate a .5 position to administer the program. This would likely be accommodated through reassigned time for a faculty member.

Reallocation

No reallocation is anticipated.

Impact on Existing Budgets

It is not anticipated that existing programs will be affected as the numbers of students will be relatively small and spread across all college/schools at UVU.

Section VI: Program Curriculum

All Program Courses

Course Prefix and Number	Title	Credit Hours
Matriculation Requirements		
An approved Plan of Study that focuses on the achievement of clearly defined personal, career, or professional goals, as part of the application process for the major. Minimum 2.0 grade point average. Completed 60 or more semester credit hours.		
General Education Requirements: -- Credits: 35-36		
ENGL 1010	Introduction to Writing	3
Complete one of the following:		
ENGL 2010	Intermediate Writing – Humanities/Social Sciences	3
ENGL 2020	Intermediate Writing – Science and Technology	3
Complete one of the following:		
MATH 1030	Quantitative Reasoning	3
MATH 1040	Introduction to Statistics	3
MATH 1050	College Algebra	4
Complete one of the following:		
HIST 1700	American Civilization	3
HIST 2700 and HIST 2710	US History to 1877 and US History since 1877	3 and 3
HIST 1740	US Economic History	3
POLS 1000	American Heritage	3
POLS 1100	American National Government	3
Complete the following:		
PHIL 2050	Ethics and Values	3
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2 or 2
Distribution Courses		
Biology		3
Physical Science		3
Additional Biology or Physical Science		3
Humanities (BS: Any)	(BA: Fulfilled with Foreign Language Course 202G/2020)	BS: 3; BA: 4
Fine Arts		3
Social/Behavioral Science		3
Discipline Core Requirements (Credits 31 - 32)		
Completion of the area of focus within the Plan of Study that was created during the matriculation process. At least 12 of these 30 credits must be upper-division, including at least one of the following:*		30.0

COMM 3000	Media Ethics (Cross-listed with PHIL 3010)	3
ENGL 3300	Collaborative Communication for Technology Professions	3
HUM 3060	Visual Rhetoric (Cross-listed with ENGL 3060)	3
HUM 3500	Approaches to Humanities	3
MGMT 3000	Organization Behavior	3
PHIL 3000	Formal Deductive Logic	3
PHIL 3400	Philosophy of Science	3
Complete two credits of the following:		2.0
UVST 481R Internship (1) or UVST 4930 (2) Capstone		
Elective Requirements Credits 52 (BA) 53 (BS)		
BA: Complete any 1000 level or higher course		36
BA: Complete 16 credits of any foreign language from one language to include the 1010, 1020, 2010, and 202G/2020 levels, or transferred equivalents.		16
BS: Complete any 1000 level or higher course, may include UVST 4900- Learning Portfolio		53
Graduation Requirements (Credits 0)		
Completion of 120 semester credits		
Overall grade point average of 2.0 (C) or above		
Residency hours: minimum of 30 credit hours through course attendance at UVU, with at least 10 hours earned in the last 45 hours.		
At least 40 credit hours in upper division courses.		
Completion of the General Education requirements.		
Completion of specific departmental (major) requirements.		
Completion of Global/Intercultural Requirement course.		
Sub-Total		120
TOTAL Number of Credits		120

**If focus area is with the Woodbury School of Business, only 21-24 credits may be used.*

New Courses to Be Added in the Next Five Years

Semesters 1	Course Prefix and Number	Course Title
	UVST 481R	Internship
	UVST 4930	Capstone

Program Schedule

Program Schedule will vary depending on students' individual study plans. The capstone experience—UVST 481R Internship or UVST 4930 Capstone (two credit hours) will be taken during the senior year. Below are two samples of Curriculum Maps for two students' study plans, including their explanations of rationale and coherency of their study programs.

UVU has gathered information from interested students on how they might sequence their programs. If the Regents approve the proposed program, actual examples of sequenced programs would be available.

Course and No.		Course Title	Cr	Taken	Achieves ELO Outcome Slt = Slightly, Mod = Moderately. Sig = Significantly					
Semester 1					KF	IA	IP	PI	PC	SP
ENGL	1010	Introduction to Writing	3	x	Slt	Slt	Slt	Slt	Slt	
HUM	1010	Humanities Through the Arts	3	x	Slt		Slt			Slt
PHSC	1000	Survey of Physical Science	3	x	Slt		Slt			
SPAN	1010	Beginning Spanish I	4	x	Slt					
CLSS	1180	Speed Reading	2	x	Slt					
Semester Credits / Total Credits			15 / 15							
Semester 2					KF	IA	IP	PI	PC	SP
ART	1010	Introduction to Visual Art	3	x	Slt		Slt			
MATH	1040	Introduction to Statistics	3	x	Sig		Sig			
ENGL	2010	Intro to Writing in Humanities and Social Science	3	x	Sig	Mod	Sig	Mod	Sig	
SPAN	1020	Beginning Spanish II	4	x	Slt					
BIOL	1010	General Biology	3	x	Slt		Slt	Slt		Slt
Semester Credits / Total Credits			16 / 31							
Semester 3					KF	IA	IP	PI	PC	SP
PHIL	2050	Ethics and Values	3	x	Slt		Slt	Sig		
HLTH	1100	Personal Health and Wellness	2	x	Slt	Slt	Slt			
BIOL	1500	Biological Anthropology	3	x	Slt	Slt	Slt	Slt	Slt	Mod
SPAN	2010	Intermediate Spanish I	4	x	Mod					
HIST	2700	US History to 1877	3	x	Mod	Mod	Mod	Mod	Mod	Mod
Semester Credits / Total Credits			15 / 46							
Semester 4										
SPAN	202G	Intermediate Spanish II	4	x	Sig	Sig				Sig
ANTH	101G	Social and Cultural Anthropology	3	x	Slt		Slt			Slt
HIST	2710	US History since 1877	3	x	Mod	Mod	Mod	Mod	Mod	Mod
ART	1050	Photography I	3	x	Slt		Slt			
HUM	2200	Adventures and Ideas after 1500	3	x	Slt	Slt	Slt			Slt
Semester Credits / Total Credits			16 / 62							
Associate of Arts University Studies: Total Credits – 62; Language Credits - 16										
Semester 5 (Student Applied for BA in University Studies)					KF	IA	IP	PI	PC	SP
MGMT	1250	Principles of Leadership	3		Mod	Mod	Mod		Mod	
ART	2700	Photography II	3		Mod	Mod				
AMST	300R	Topics in American Studies – Western American Culture	3			Mod	Mod		Mod	
HUM	330R	Period Studies in Humanities	3			Mod	Mod		Mod	
HIST	3010	Nature of History	3		Mod		Mod		Mod	
Semester Credits / Total Credits			15 / 77							
Semester 6					KF	IA	IP	PI	PC	SP
ANTH	3550	Memory and History	3			Sig			Mod	Sig

ANTH	3850	Ethnographic Methods	3			Sig	Sig		Sig	Sig
Course and No.		Course Title	Cr	Taken	Achieves ELO Outcome Slt = Slightly, Mod = Moderately. Sig = Significantly					
HIST	322G	History of American West to 1900	3			Mod			Mod	Sig
HIST	3260	History of Utah	3			Mod			Mod	Sig
MGMT	2200	Business Communications	3			Mod	Mod			
Semester Credits / Total Credits			15 / 92							
Semester 7					KF	IA	IP	PI	PC	SP
ANTH	3460	Anthropology of Mormonism	3			Mod			Mod	Sig
HIST	323G	History of American West after 1900	3			Mod			Mod	Sig
HIST	327G	Indians of Utah	3			Mod			Mod	Sig
MGMT	3000	Organizational Behavior	3				Mod	Mod	Mod	
ART	2710	Documentary Photography	3			Mod		Mod	Mod	
Semester Credits / Total Credits			15 / 107							
Semester 8					KF	IA	IP	PI	PC	SP
HUM	4300	Environmental Aesthetics	3		Sig	Sig			Sig	Sig
HIST	466G	Legacies and Reckonings in the American West	3			Sig	Sig		Sig	Sig
MGMT	3020	Principles of Management	3		Sig	Sig	Mod		Sig	
HIST	490R	Independent Study	4			Sig			Sig	Sig
UVST	4930	Capstone	2		Sig	Sig	Sig	Sig	Sig	Sig
Semester Credits / Total Credits			15 / 122							
Credit Distribution: GE: 36; Upper Division Credits: 48; Upper Division Credits in Discipline: 40; History Credits: 28; Anthropology Credits: 12; Management Credits: 12; Art Credits: 12										

Course and No.		Course Title	Cr	Taken	Achieves ELO Outcome Slt = Slightly, Mod = Moderately. Sig = Significantly					
Transfer Credits from Weber State University					KF	IA	IP	PI	PC	SP
ENGL	1010	Introduction to Writing	3	x	Slt	Slt	Slt	Slt	Slt	
MATH	1050	College Algebra QL	4	x	Mod		Mod			Slt
INFO	1900	Info Elective	1	x	Slt		Slt			
NUTR	1020	Foundations Human Nutrition BB	3	x	Slt	Slt			Slt	
ZOOL	2320	Human Anatomy BB	3	x	Slt	Slt			Slt	Slt
ZOOL	2325	Human Anatomy Lab BB	1	x	Slt	Slt			Slt	Slt
Semester Credits / Total Credits			15 / 15							
Semester 1 Fall					KF	IA	IP	PI	PC	SP
POLS	1000	American Heritage SS	3	x	Slt					
BIOL	1610	College Biology I	3	x	Slt		Slt	Slt		Slt
BIOL	1615	College Biology I Lab	3	x	Slt		Slt	Slt		Slt
COMM	1050	Intro to Speech Communications	3	x	Slt		Slt		Slt	

ENGL	2020	Intermediate Writing – Science and Technology	3	x	Mod	Mod	Mod	Mod	Mod	
MATH	1060	Trigonometry GM	3	x	Mod		Mod		Mod	
Semester Credits / Total Credits			17 / 32							
Semester 2 Spring					KF	IA	IP	PI	PC	SP
MATH	1210	Calculus I QL	5	x	Sig		Sig			
CHEM	1210	Principles of Chemistry I	4	x	Slt		Slt	Slt		Slt
CHEM	1215	Principles of Chemistry I Lab	1	x	Slt	Slt	Slt	Slt		Slt
BIOL	1620	College Biology II	4	x	Mod				Mod	
BIOL	1625	College Biology II Lab	1	x	Mod	Mod			Mod	
Semester Credits / Total Credits			15 / 47							
Semester 3 Summer					KF	IA	IP	PI	PC	SP
CHEM	1220	Principles of Chemistry II	4	x	Mod	Mod				
CHEM	1225	Principles of Chemistry II Lab	1	x	Mod	Mod				
ART	1020	Basic Drawing Non-Majors	3	x	Slt		Slt			
Semester Credits / Total Credits			8 / 55							
Semester 4 Fall					KF	IA	IP	PI	PC	SP
MATH	1220	Calculus II	5	x	Sig		Sig			
PHYS	2210	Physics for Scientists and Engineers I	4	x	Mod		Mod			
PHYS	2215	Physics for Scientists and Engineers I Lab	1	x	Mod		Mod			
MILS	3200	Small Unit Leadership I	3	x			Mod	Mod	Mod	
MILS	345R	Advanced Leadership Dynamics and Techniques	1	x			Mod	Mod	Mod	
HLTH	1100	Personal Health and Wellness	2	x	Slt	Slt	Slt			Slt
Semester Credits / Total Credits			16 / 71							
Semester 5 Spring (Students Applied for BS in UVST)					KF	IA	IP	PI	PC	SP
POLS	3100	Survey of International Terrorism	3		Mod			Mod		
MILS	3210	Small Unit Leadership II	3				Sig	Sig	Sig	
CHEM	2310	Organic Chemistry	4		Mod		Mod		Mod	
CHEM	2315	Organic Chemistry Lab	1		Mod		Mod		Mod	
PHIL	205G	Ethics and Values	3		Mod		Mod	Mod		Mod
ENGL	3300	Collaborative Communication for Technology Professionals	3		Mod		Mod			
Semester Credits / Total Credits			17 / 88							
Semester 6 Fall					KF	IA	IP	PI	PC	SP
MATH	2040	Principles of Statistics	4		Mod		Mod		Mod	
MILS	4200	Profession of Arms I	3				Sig	Sig	Sig	
MILS	445R	Transition to Officership	1			Sig	Sig	Sig	Sig	
CHEM	2320	Organic Chemistry II	4		Sig		Sig		Sig	
CHEM	2325	Organic Chemistry II Lab	1		Sig		Sig		Sig	
BIOL	3400	Cell Biology	3		Sig		Sig		Sig	
BIOL	3405	Cell Biology Lab	1		Sig	Sig	Sig		Sig	

Semester Credits / Total Credits				17 / 105						
Semester 7 Spring					KF	IA	IP	PI	PC	SP
BIOL	3550	Molecular Biology	3		Sig		Sig		Sig	
CHEM	3600	Biological Chemistry	3		Sig		Sig		Sig	
CHEM	3605	Biological Chemistry Lab	1		Sig	Sig	Sig		Sig	
CHEM	3090	Physical Chemistry Applications in Biology	3		Sig			Sig		
MICRO	3450	General Microbiology	3		Sig		Sig		Sig	
MICRO	3455	General Microbiology Lab	1		Sig		Sig		Sig	
MILS	4210	Profession of Arms II	3				Sig	Sig	Sig	Sig
Semester Credits / Total Credits				17 / 122						
Semester 8 Fall					KF	IA	IP	PI	PC	SP
BIOL	4450	Immunology	3		Sig		Sig		Sig	
BIOL	4455	Immunology Lab	1		Sig		Sig		Sig	
MATH	3040	Probability and Statistics for Engineers and Scientists	3		Sig		Sig	Sig		
HIST	3520	Vietnam History 1945 to Present	3				Mod	Mod	Mod	
BIOL	489R	Student Research in Biology	3			Sig	Sig	Sig	Sig	Sig
UVST	4930	Capstone	2			Sig	Sig		Sig	
Semester Credits / Total Credits				15 / 137						
Credit Distribution: GE: 36; Upper Division Cr: 53; Upper Division in Discipline: 33; BIOL:28; CHEM 27; MATH: 24; MILS: 20										

Section VII: Faculty

The degree will draw from courses already in existence at the institution. No additional faculty will be needed. All those who will teach courses in the proposed program have met the professional standards of their disciplines. They cannot be included in this section because the faculty teaching this program will be determined by student need. Potentially, any faculty member teaching a course at UVU could have a student enrolled in the proposed program.

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah–School of Dentistry and Doctor of Dental Surgery (One-Year Report)

Issue

On January 13, 2012, the Board of Regents approved the School of Dentistry at the University of Utah, and the right to grant the Doctor of Dental Surgery (DDS) degree. At the time of approval, the Regents requested a one-year report on progress on the University of Utah School Dentistry and the Doctor of Dental Surgery degree. The University of Utah has provided that report.

Background

The role of the School of Dentistry is to improve oral health through education, research and clinical service in an increasingly diverse community. The school will educate and train excellent, compassionate and ethical dentists to partner with other healthcare providers to serve our community and beyond, and to further our understanding of the therapeutic management of oral structures and functions through research and its translation to clinical care.

In October 2012, the DDS degree was approved by the Northwest Commission on Colleges and Universities. On August 9, 2012, the School of Dentistry program was granted *Initial Accreditation* status with no citations by the Commission on Dental Accreditation. The first twenty DDS students accepted invitations for admission in December 2012, and the first class matriculated in August 2013. They joined the ten General Practice Residents for a total of 30 trainees for FY 2013-2014.

Dr. Rena D'Souza, who has earned a strong national and international reputation with extensive academic experience, was recruited and appointed as the new Dean for the School of Dentistry and began her tenure on August 1, 2013. Because the necessary approvals and accreditation processes were completed during the summer of 2012, the school was able to engage in a full recruiting cycle for its inaugural class beginning fall of 2013. The Admissions Committee screened 773 applicants, interviewed 54 students, and extended offers to, and received acceptances from, 20 exceptionally qualified students. In addition, there were sufficient time and resources to complete the training of the final ten Regional Dental Education Program/Creighton students without having to overlap with the twenty new DDS students who began in Academic Year 2013-2014.

The MHTN Architect firm was selected to design the facility and Oakland Construction was selected to work with MHTN during the design and construction phases for the new dental school building. Construction has begun.

School committees were launched in 2012-13 (Year 1). The School of Dentistry Retention, Promotion and Tenure (RPT) Committee handled five faculty appointments, one tenure and four non-tenure that were effective in 2012. In addition, during that same time period the RPT Committee processed an additional 49 non-tenured faculty (including adjuncts) that became effective July 1, 2013. The 54 total faculty appointments represent 14 faculty FTE. The Executive Committee and Curriculum Committee have been appointed and are functioning.

Year 1 actual revenues were less than the budgeted revenues because of timing issues due to the fact that the award of a \$3.5 M grant was unable to be included in the Year 1 budget. The grant funds are now reflected in the Year 2 budget. The lower than budgeted number of faculty FTEs for Year 1 is due solely to the timing of the grant. All other revenues are on target. The new dental building is fully funded including equipment and furnishings. Operational expenses are covered in the budget.

Policy Issues

There are no outstanding policy issues. The University of Utah School of Dentistry and DDS degree have met the expectations set by the Regents in 2012 when the proposed program for the school was approved.

Commissioner's Recommendation

The Commissioner recommends the Regents review the information item on the one-year report of the University of Utah School of Dentistry and Doctor of Dental Surgery degree. The item is listed on the January General Consent Calendar for approval.

David L. Buhler
Commissioner of Higher Education

DLB/PCS/EJH
Attachment

**One-Year Report
University of Utah
School of Dentistry
Doctor of Dental Surgery Degree
11/29/2013**

Program Description

On January 13, 2012, the Board of Regents approved the School of Dentistry at the University of Utah, and the right to grant the Doctor of Dental Surgery (DDS) degree. In October 2012, the DDS degree was approved by the Northwest Commission on Colleges and Universities. On August 9, 2012, the School of Dentistry program was granted *Initial Accreditation* status with no citations by the Commission on Dental Accreditation. The first twenty DDS students accepted invitations for admission in December 2012, and first class matriculated in August 2013. They joined the ten General Practice Residents for a total of 30 trainees for FY 2013-2014.

The role of the School of Dentistry is to improve oral health through education, research and clinical service in an increasingly diverse community. The school will educate and train excellent, compassionate and ethical dentists to partner with other healthcare providers to serve our community and beyond, and to further our understanding of the therapeutic management of oral structures and functions through research and its translation to clinical care.

Enrollment and Revenue Data

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation	Year 1 (FY2012-13)		Year 2 (FY2013-14)		Year 3 (FY2014-15)	
		Est.	Actual	Est.	Actual	Est.	Actual
Total Department Student FTE (Based on Fall Third Week Data) Residents	20	20	20	30	--	50	--
* Total Department Faculty FTE (A-1/S-11/Cost Study Definition)	20	20	14	20	--	30	--
Student FTE per Faculty FTE (from Faculty FTE and Student FTE above)	1	1	1.4	1.5		1.6	
Program Level Data							
Total Number of Declared Majors in Program	X			20		40	--
Total Number of Program Graduates	X		--		--		--
Departmental Revenue							
Total Revenue to Department (Total of Funding Categories from R401 Budget Projection Table)		\$2,546,455	4,099,158	3,718,248	5,593,528		8,313,194
** Departmental Instructional Cost per Student Credit Hour		X		X		X	

<i>(per Institutional Cost Study Definition)</i>							
--	--	--	--	--	--	--	--

* The difference between the budgeted and actual number of faculty FTE in Year 1 was because a \$3.5

M grant budgeted in Year 1 was actually funded in Year 2. It was purely a timing issue.

** The School of Dentistry only has 3 months of data on instructional costs. The full report for Year 1 of the Program will be submitted in the July 2014 Report.

Institutional Analysis of Program to Date

The School of Dentistry has successfully launched. Because the necessary approvals and accreditation processes were completed during the summer of 2012, we enjoyed a full recruiting cycle for our inaugural class in fall of 2013. The Admissions Committee screened 773 applicants for this class. After interviewing 54 students we were able to extend offers to, and receive acceptances from, 20 exceptionally qualified students. In addition, we had sufficient time and resources to complete the training of the final ten Regional Dental Education Program/Creighton students without having to overlap with the twenty new DDS students who began in Academic Year 2013-2014.

Dr. Rena D'Souza was recruited and appointed as the new Dean for the School of Dentistry and began her tenure on August 1, 2013. She has a strong national and international reputation and extensive academic experiences as a clinician, researcher and educator. Dean D'Souza is committed to positioning the School to be recognized consistently as among the top dental schools in the country. She has been enthusiastically received by both the University and dental communities and is spearheading several initiatives for programs that will be sustained for years to come.

Planning for the new Ray and Tye Noorda Oral Health Sciences Building began in FY 2012-13 (Year 1). MHTN Architect firm was selected to design the facility and Oakland Construction was selected to work with MHTN during the design and construction phases. The official Ground Breaking with the Noorda family was held on August 23, 2013. Construction began in July 2013, with occupancy scheduled for December 2014. We are currently ahead of schedule and under budget.

School committees were launched in 2012-13 (Year 1). The School of Dentistry Retention, Promotion and Tenure (RPT) Committee handled 5 faculty appointments, 1 tenure and 4 non-tenure that were effective in 2012. In addition, during that same time period the RPT Committee processed an additional 49 non-tenure (including adjunct) faculty that became effective July 1, 2013. The 54 total faculty appointments processed represent 14 faculty FTE (see chart above). The Executive Committee and Curriculum Committee have been appointed and are functioning.

Dr. D'Souza hosted the first annual Faculty Retreat on Educational Innovation on November 1-2, 2013. It was attended by faculty, students, and community partners and featured nationally recognized invited speakers. The goals of the retreat were to begin developing the curriculum of the future through creative discourse; to hear what other new and established schools are doing; and to begin to strengthen collaborations with community partners. By all accounts it was successful.

The Year 1 actual revenues were less than the budgeted revenues because, due to timing issues, the award of a \$3.5 M grant was unable to be included in Year 1 revenues. The grant dollars are now reflected in the Year 2 budget. The lower than budgeted number of faculty FTEs for Year 1 is due solely to the timing of that grant. All other revenues are on target. The new dental building is fully funded including equipment and furnishings. Operational expenses are covered in the budget.

Strengths of the Program

- The University of Utah School of Dentistry is one of only 13 Schools of Dentistry formed in the last 30 years and the only School that is part of a academic health center.
- Being part of a vibrant health sciences center fosters strong interprofessional collaboration and community.
- The School of Dentistry is able to leverage the tremendous intellectual and physical resources of the University of Utah, including its exceptional reputation for innovation and entrepreneurship.
- The School of Dentistry is able to offer an affordable and high quality educational program for dental students.
- The former Regional Dental Education Program and the School's residency program both enjoy a strong reputation and a rich history for high quality education.
- Mechanisms are in place for a sustainable revenue stream.
- The School enjoys minimal debt.

Weaknesses and Challenges Facing the Program

- The recent economic downturn has limited the amount of federal research and discovery funding that is available for faculty.
- Because this is a new School, there is not an established alumni organization that could, for example, lead fundraising efforts or that could serve as educational resources for many faculty initiatives.
- The impact of the School of Dentistry is limited by its class size; there is a large and deserving pool of outstanding dental school applicants who would thrive in our dental education program.

Employment Information

No employment information on graduates will be available until the inaugural class graduates in 2017.

January 15, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Web-based Student Resources: www.TransferUtah.org and www.UtahMajors.org

Issue

The Office of the Commissioner of Higher Education (OCHE) staff will demonstrate two web-based student resources.

Background

TransferUtah.org is a system-level transfer credit resource which shows students how course credits earned at one college may transfer to other Utah institutions. The guide describes whether the class will be considered equivalent to a class offered by a receiving institution or will be treated as an elective credit. How credit transfers is important as students want credit to count in a meaningful way for the certificate or degree program they want to complete. They are often in circumstances where they need to do course work at more than one institution.

UtahMajors.org provides information on the Utah System of Higher Education (USHE) certificate and degree programs. Students can search by institution, subject, occupation, award type, or career cluster. The USHE programs of study database integrates with a Department of Workforce Services labor market database, allowing USHE students to make connections between the award they are pursuing and job projections in related career fields.

Policy Issues

There are no known policy issues associated with this item. TransferUtah.org, launched Fall 2013, supports transfer of credit activities governed by R470 (General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination). UtahMajors.org, recently rewritten and launched January 2014, supports student advising and placement services in general.

Commissioner's Recommendation

This item is information only, no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/CMG
Attachment

USHE Transfer Credit Guide

January 2014

www.UtahTransfer.org

TransferUtah.org shows students how course credits earned at one college may transfer to other Utah institutions. The guide describes whether the class will be considered equivalent to a class offered by a receiving institution or will be treated as an elective credit. How credit transfers is important: students want credit to count in a meaningful way for the certificate or degree program they are working on.

The screenshot shows the TransferUtah.org website in Internet Explorer. The browser's address bar displays transferutah.org. The website header includes the logo "TransferUtah Utah System of Higher Education" and a user profile for "Cynthia Grua" with a "Logout" link. A navigation menu contains links for HOME, TRANSFER CREDIT SEARCH, COURSE SEARCH, COLLEGE PROFILES, COMMON QUESTIONS, GET STARTED, and SETUP. The main content area features a large image of a smiling woman with a text overlay: "Grace wanted to shift careers but first needed some additional education or training. She needs to know if her past credits would count toward a different certificate or degree at another institution." Below this is a "Get Started" button. The footer displays logos for USU, SUU, DSU, and UVU, along with a copyright notice for 2013 and links for Privacy Statement, Terms Of Use, and About the USHE. The browser's status bar at the bottom indicates "Internet | Protected Mode: Off" and a zoom level of 100%.

From the home page, students may search equivalencies for courses at USHE institutions; Westminster College, BYU, and LDSBC have been invited to participate due to the number of students who transfer between USHE institutions and these private schools. The tab, College Profiles, provides contact and transfer policy information.

Southern Utah University Transfer and Admissions Information - Windows Internet Explorer

Address bar: transferutah.org

Navigation: HOME | TRANSFER CREDIT SEARCH | COURSE SEARCH | COLLEGE PROFILES | COMMON QUESTIONS | GET STARTED | SETUP

My Account

- My Profile
- My Course History
- My Equivalency Maps
- Share my Information
- My Message & Storage Center

Southern Utah University [Request More Information](#)

Southern Utah University is the state's designated liberal arts and sciences university. It provides a broad-based college experience, stressing experiential, integrative and personalized learning in a residential setting. SUU serves the entire state of Utah while maintaining varied programs to meet unique regional needs and concerns. SUU is a destination for students interested in the kinds of educational experiences typically found at a private university with the affordability of a public institution, with particular focus on high-quality programs in the arts, sciences, pre-professional, professional and graduate fields.

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United States

Web Phone:
(435) 555-3700

Email:
scottbrueck@suu.edu

Website:
www.suu.edu

Transfer Admission Center:
Scott Brueck
Transfer Counselor, Admissions
(435) 555-5215
scottbrueck@suu.edu

Information for Transfer In Students

Transfer Applications Received	Fall: 543
Transfer Applications Accepted	Fall: 572
Percentage Accepted	Fall: 71%
Transfer Applicants Enrolled	Fall: 425

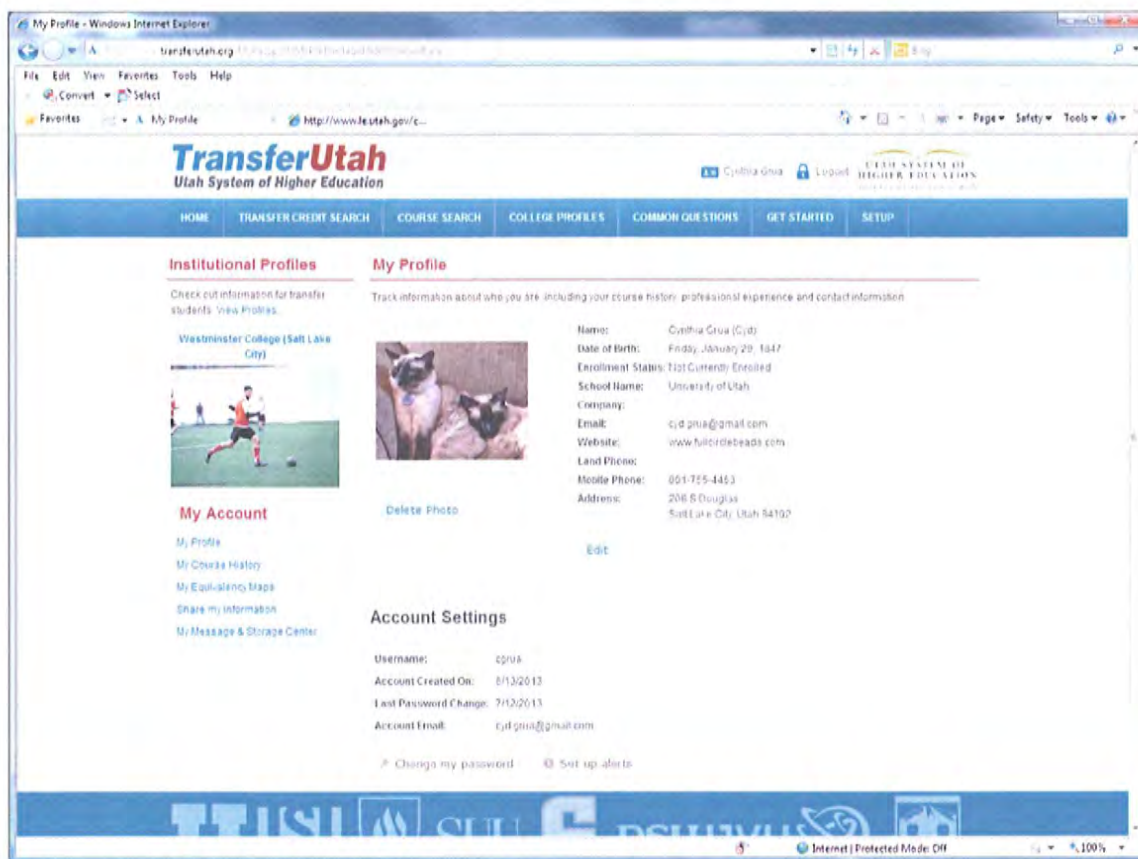
Financial Information

Scholarships and Financial Aid: Undergraduate admissions applicants are automatically considered for academic scholarships. Leadership scholarship consideration requires that an online resumé be submitted. Admissions applications and résumés must be completed before the scholarship deadline, February 1 for transfer students. If interested in a tuition scholarship, please contact the specific department for requirements.

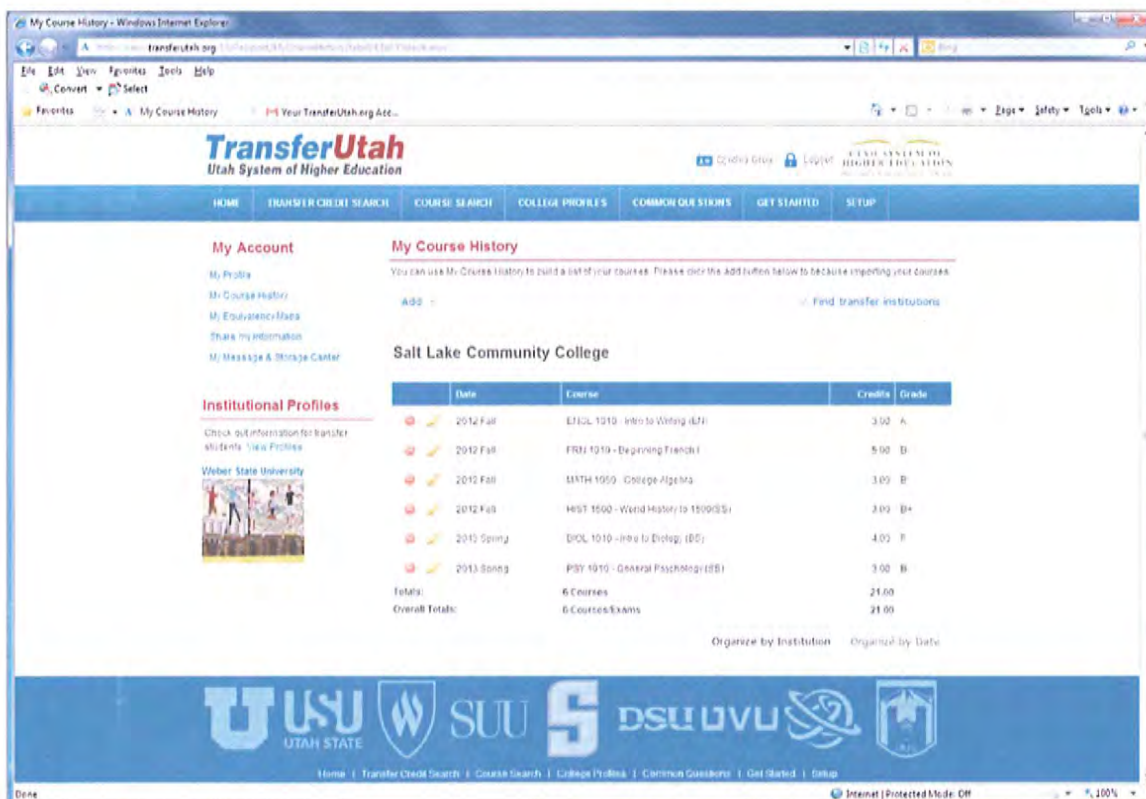
Transfer Application Requirements

Internet | Protected Mode: Off

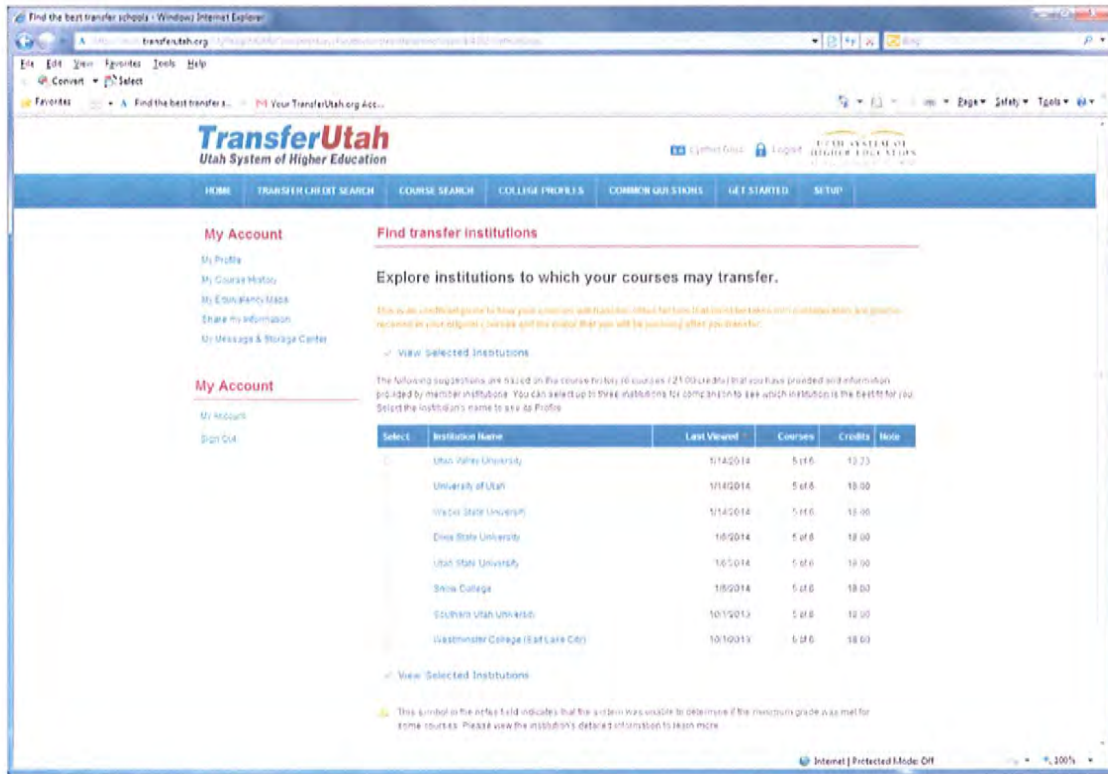
Students create a profile to track their transfer credit options and communicate with advisors.



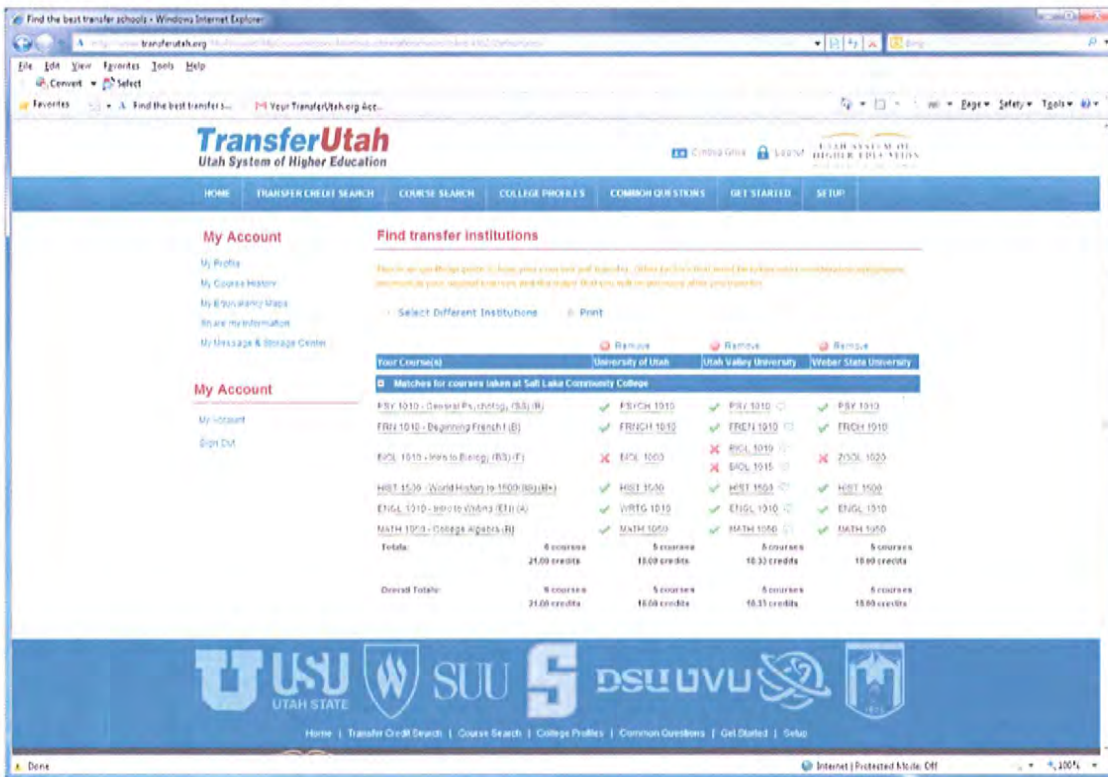
Students create a course history, and then click "Find Transfer Institutions" to return which classes will be accepted as equivalent credit.



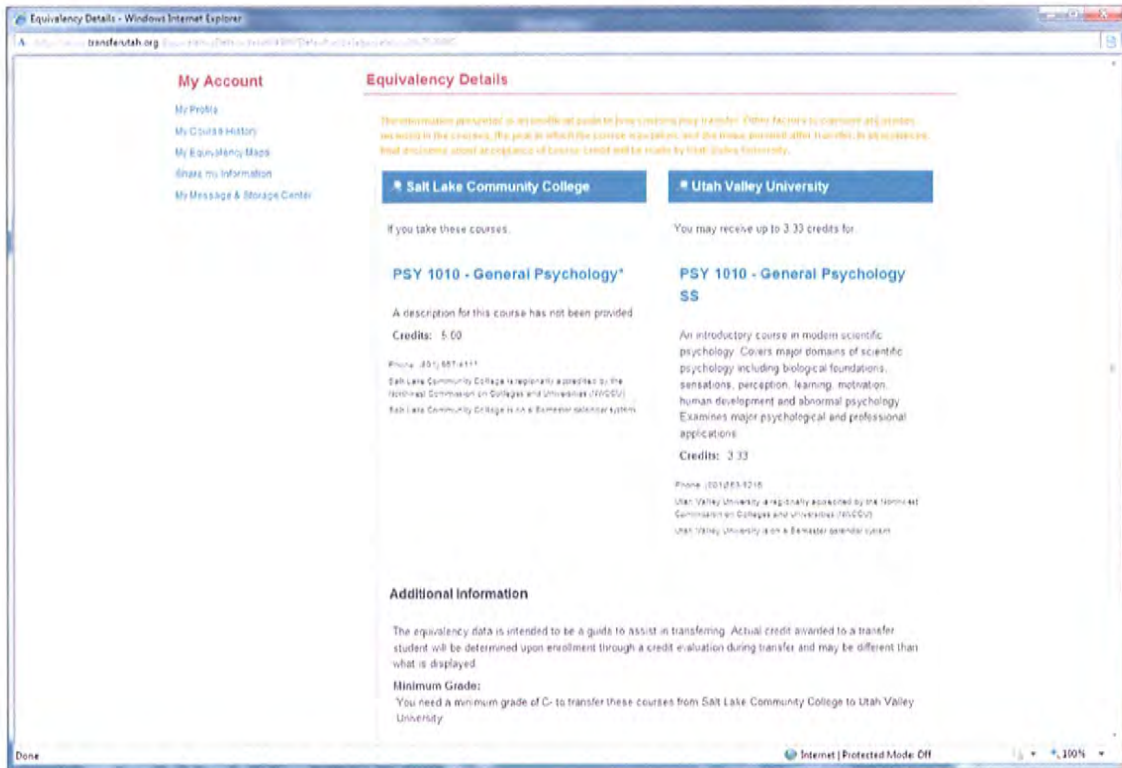
The guide then displays how many classes will transfer as equivalent credit. Students select institutions for further detail.



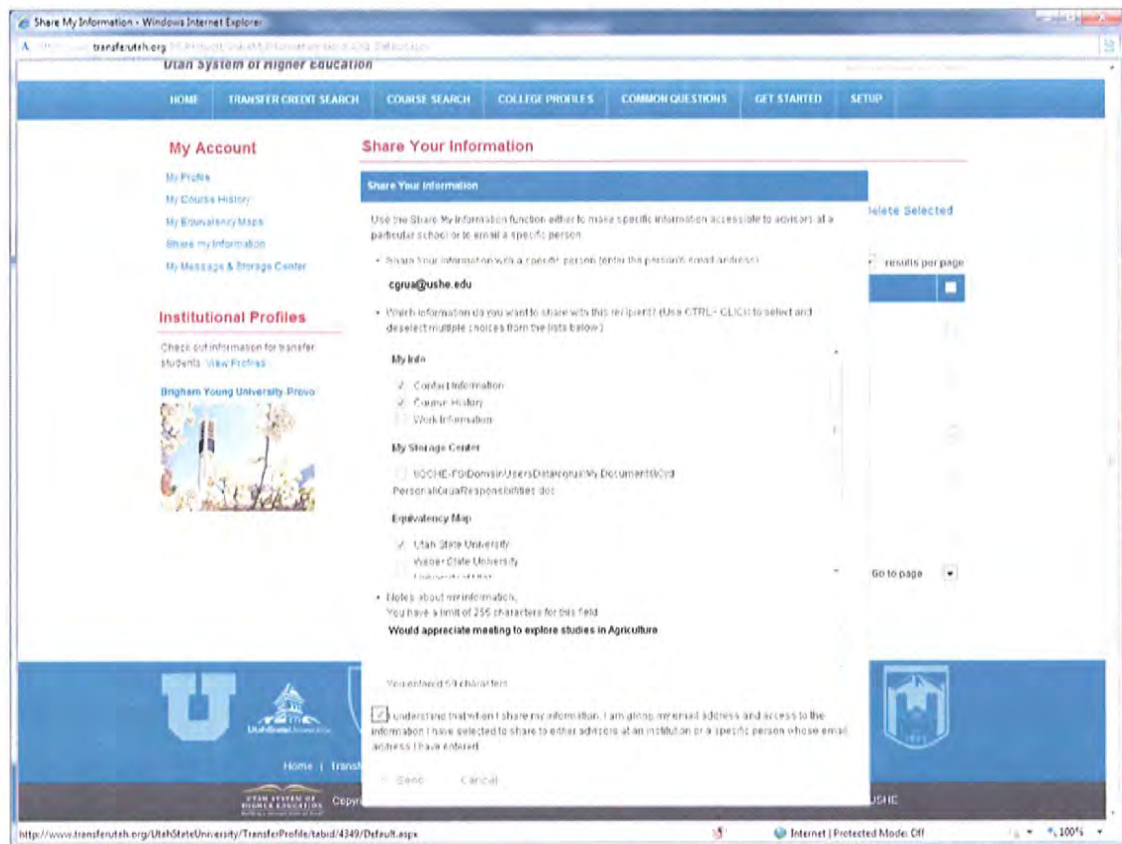
✓ indicate equivalent credit. X indicates a course will not transfer. "Not yet evaluated" transfers as elective credit.



Further details – course descriptions, credits, minimum grade requirements – are available by clicking on a course.



"Share my information" allows students to email contact information, course history, and questions to an advisor.



USHE Majors Guide

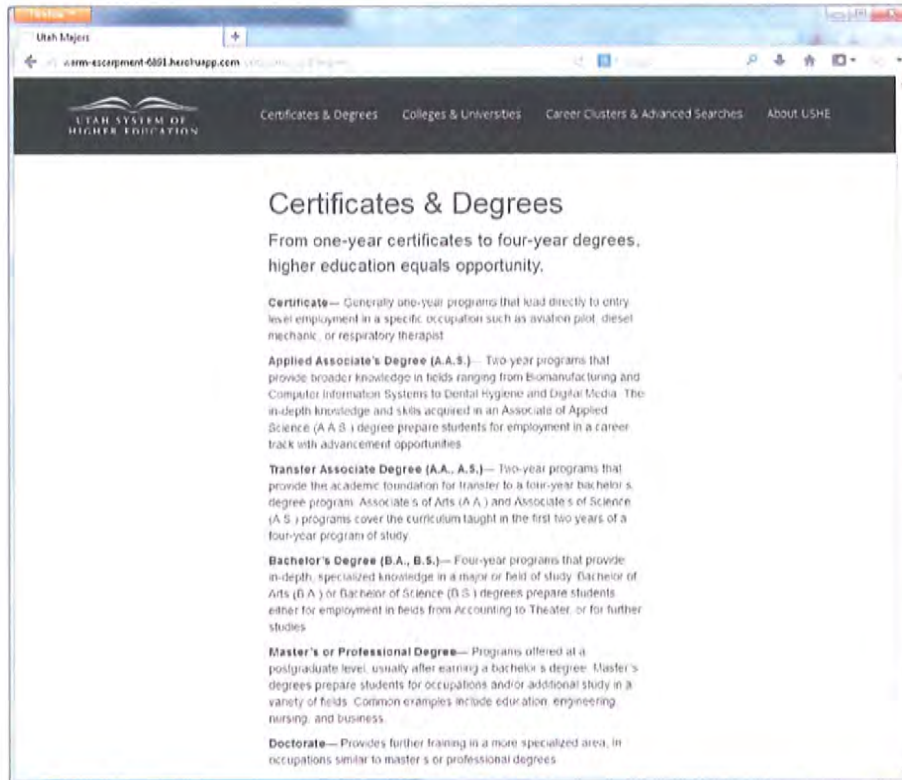
January 2014

www.UtahMajors.org

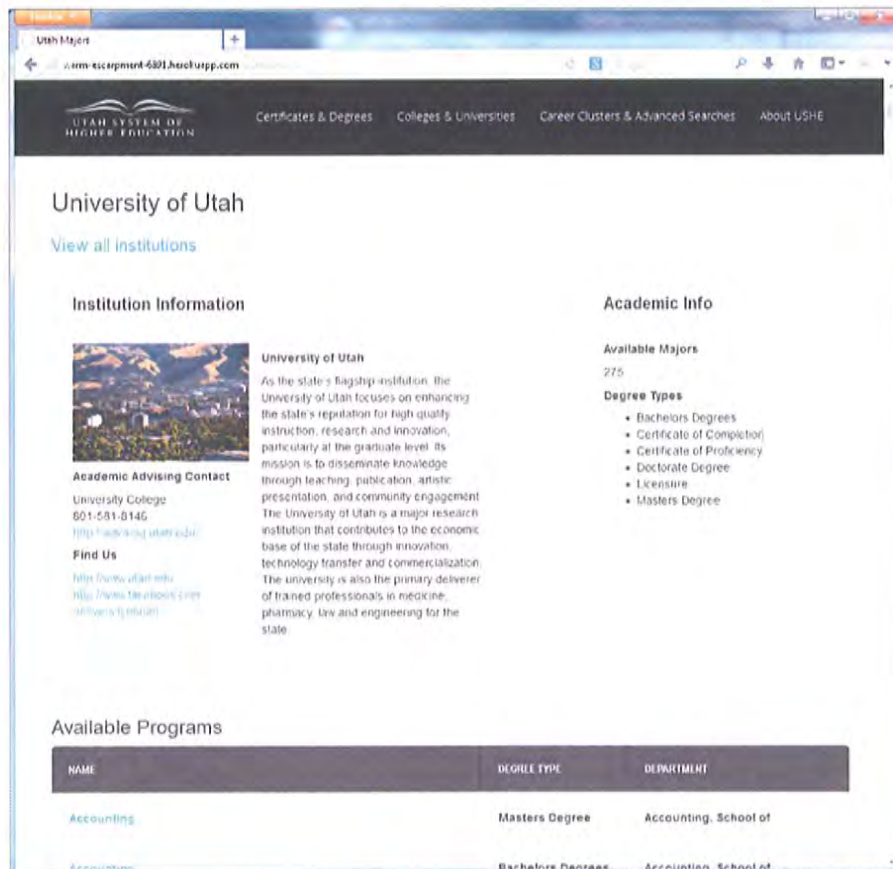
UtahMajors.org provides information on USHE certificate and degree programs. Students can search by institution, subject, occupation, award type, or career cluster. The USHE programs of study database integrates with a Department of Workforce Services labor market database, allowing USHE students to make connections between the award they are pursuing and job projections in related career fields.

The screenshot shows the UtahMajors.org website in a Firefox browser window. The browser's address bar displays the URL `warm-escarpment-6891.herokuapp.com`. The website's navigation menu includes links for "Certificates & Degrees", "Colleges & Universities", "Career Clusters & Advanced Searches", and "About USHE". The main content area features a large background image of a desk with a camera, a watch, a smartphone, and a notebook. Overlaid on this image is the text "Find out what to study." Below this text is a search interface with two tabs: "OCCUPATION/SUBJECT" (selected) and "INSTITUTION". A search input field contains the placeholder text "Type a subject or occupation" and a blue "SEARCH" button. Below the search field are three buttons: "Browse Subjects", "Browse Institutions", and "Advanced Search". At the bottom of the page, a dark footer contains the logos for several institutions: THE UNIVERSITY OF UTAH, Utah State University, WEBER STATE UNIVERSITY, SUU SOUTHERN UTAH UNIVERSITY, SNOW COLLEGE, DSU DIXIE STATE UNIVERSITY, UTAH VALLEY UNIVERSITY, and Salt Lake Community College.

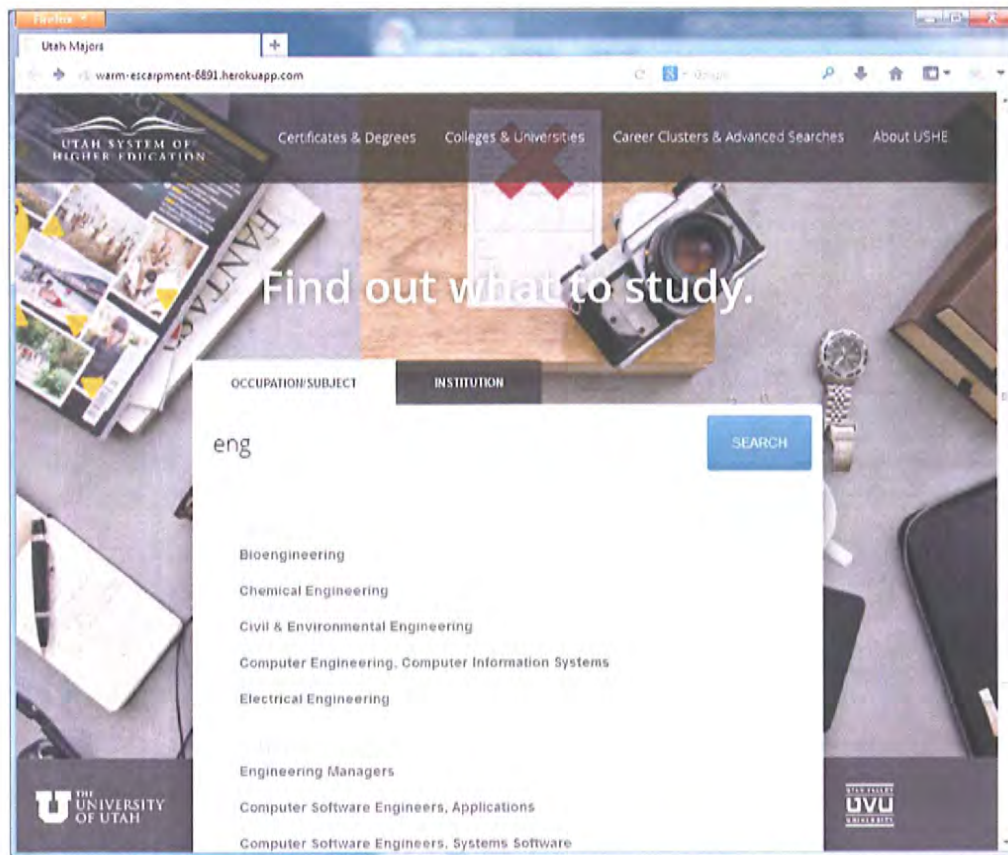
The website provides basic information on certificates and degrees.



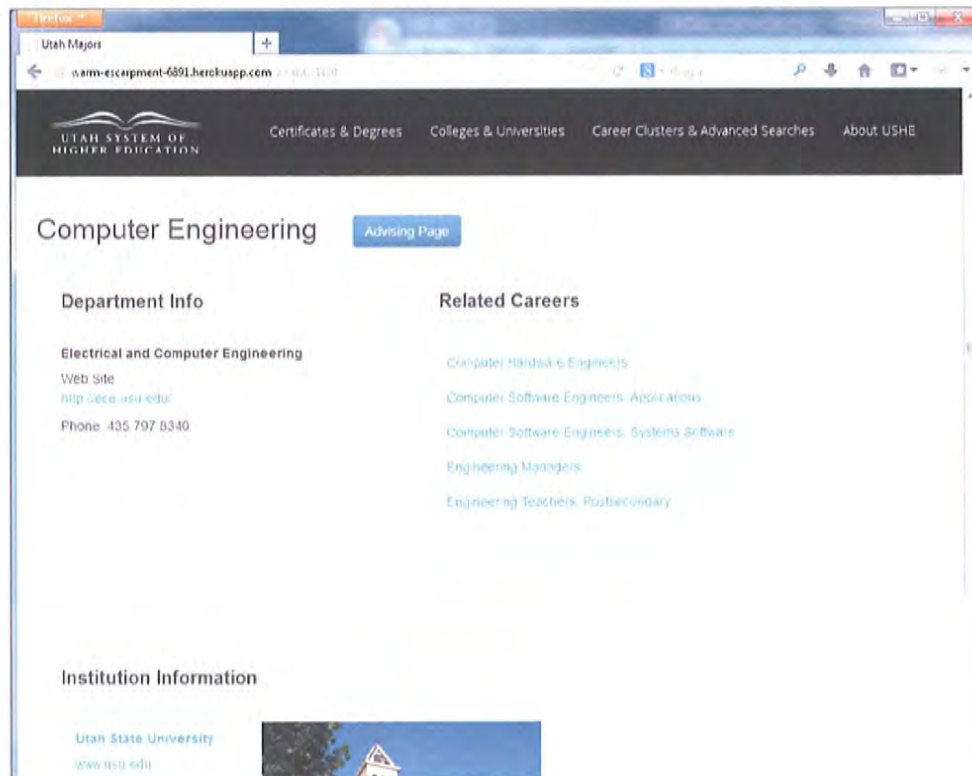
Institution profiles include academic advising contact information and social media connections.



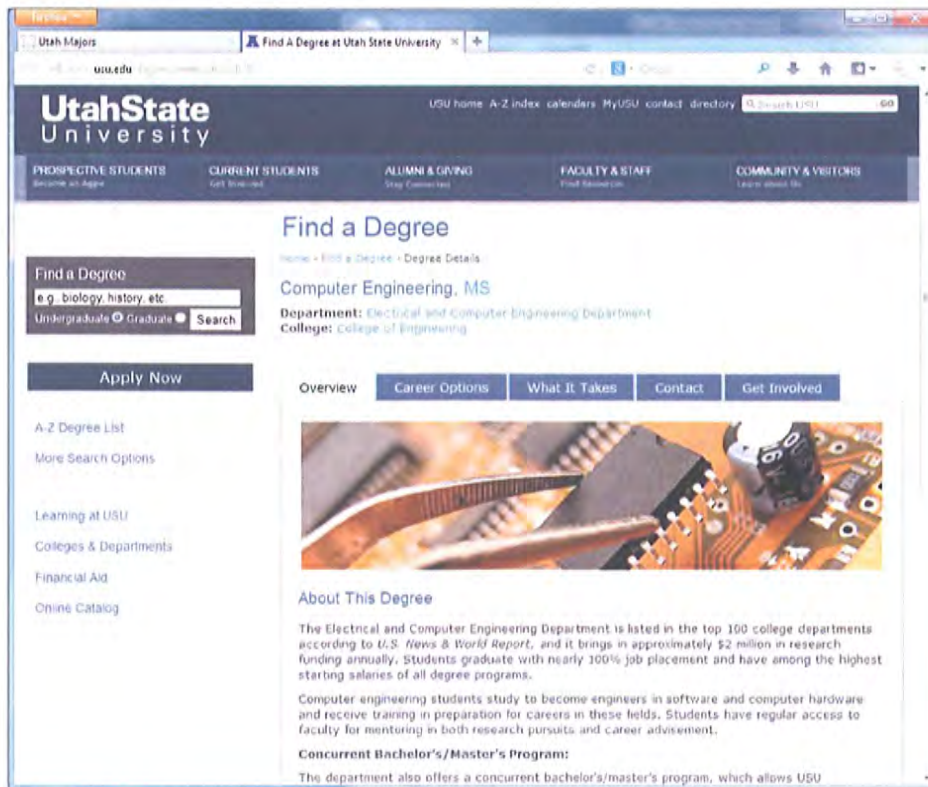
Students type in a subject or occupation. The list of subjects and occupations returned will be refined as the key word is typed in.



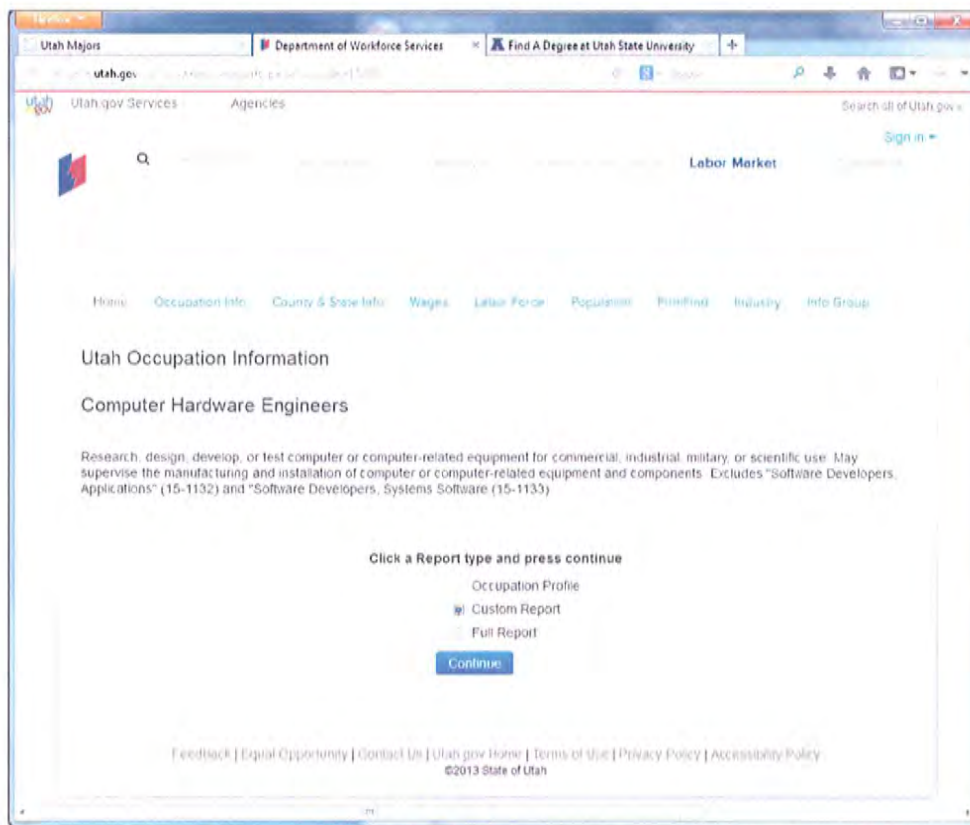
A detail page for a program shows institution and department information, and links to a webpage describing the program.



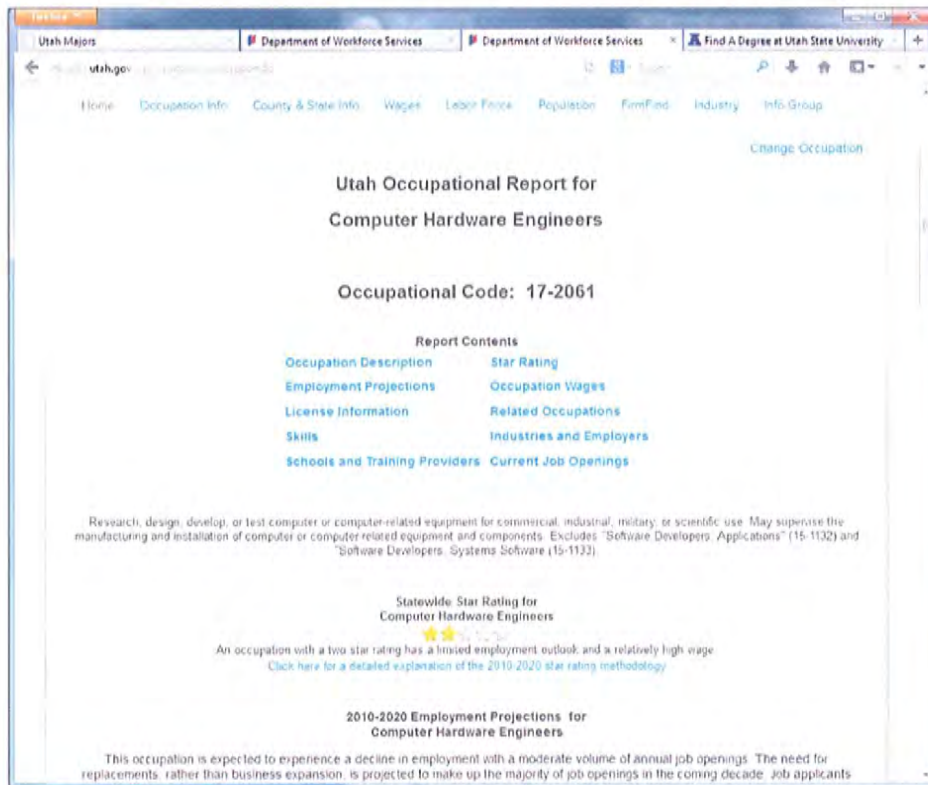
The advising page button links to USHE campus website pages that describe the program.



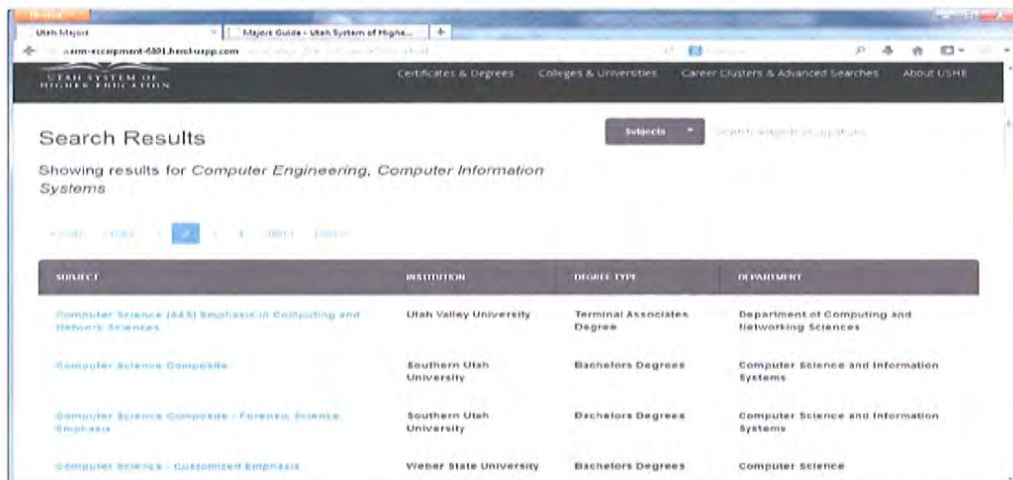
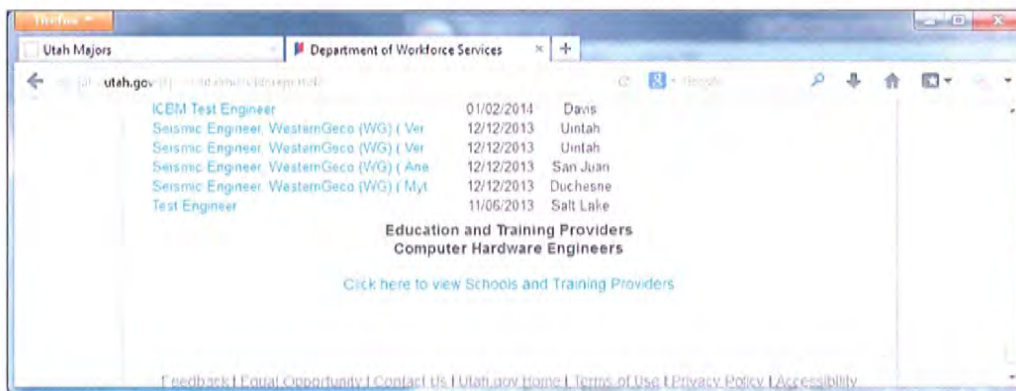
The Related Career links connect to Department of Workforce Services' (DWS) Utah Occupation Information website.



The DWS website provides information ranging from O*Net skills to job projects and openings.



The DWS page, in turn, redirects its websites' visitors to www.UtahMajors.org.



January 15, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah College Application Week Pilot

Background

The American College Application Campaign (ACAC), is national initiative of the American Council on Education (ACE), to increase the number of first-generation and low-income students who pursue a postsecondary education. The purpose of this initiative is to help high school seniors navigate the college admissions process and ensure each participating student submits at least one college admissions application during the school day during the designated week.

The ACAC initiative began in 2005, in a single GEAR UP North Carolina high school in Chatham County. In the spring of 2013, Assistant Commissioner, Melissa Miller Kincart, was approached about piloting this program in Utah with support of the College Access Network of Utah (CANU). In November, Utah joined 39 states and the District of Columbia in participating in the American College Application Campaign. The American Council of Education hopes to have all states engaged in the 2014 campaign.

Issue

In August, a team of College Access Network of Utah representatives were invited to participate in a national convening of states, hosted in Washington, D.C., to learn about effective strategies and practices for executing the College Application Week program. Based on what we learned the CANU Steering Committee decided that we would pilot this program in the fall in several high schools by partnering with dedicated GEAR UP and/or Utah College Advising Corps members to ensure we had strong staff support and buy-in in the schools. As a result, we aligned our efforts with the national dates and pilot Utah College Application Week November 11-15, 2013, in three districts and eight high schools with the average Free and Reduced Lunch need of 55%. Soon after, a Utah College Application Week (UCAW) steering committee was created with representatives from Granite, Salt Lake, and Ogden School Districts, United Way of Salt Lake, GEAR UP, Utah College Advising Corps, admissions directors and outreach staff from a number of USHE institutions and Westminster College with leadership and support provided by the Access and Outreach Department of the Office of the Commissioner.

The UCAW steering committee determined that the goal of Utah College Application Week is to provide every high school senior at our partner schools the opportunity to complete at least one college or university application. A special focus was placed on students who would be the first in their families to

attend, low-income students, or students who may not have otherwise considered applying. Over an eight week period of time the steering committee determined school sites, selected site coordinators, developed school implementation plans, identified student preparation needs, explored fee waiver possibilities with our colleges and universities, created and distributed marketing materials with the help of Love Communications, recruited volunteers, developed training resources and tracking materials and shared this information and resources through a statewide Drop Box. Additionally, ACE sent out a representative to train and support the steering committee, as well as spend two days in October training over 100 volunteers comprised of district and school personnel, access and admissions program staff, United Way staff and AmeriCorps and VISTA members.

Our pilot school sites (listed below) agreed to set aside time and space during the school day with computer and internet access, and provide school personnel and volunteer support to assist their seniors filling out AT LEAST one application. The schools also launched college awareness activities for all their students during this week, and assisted us in tracking the number of participants and college applications submitted. The "I applied...What's Next" information sheet was distributed to all seniors to make them aware of financial aid resources. It also contained information on UHEEA's FAFSA Completion support, and many schools were doing follow-up work in their advisory periods to make sure these students were aware of similar school led FAFSA support. Participating high school seniors, volunteers and site teams were surveyed about their experience in an effort to make improvements for the continued implementation in 2014.

2013 School Sites and Coordinator Information

Granite District	Event Date(s)	Site Coordinator
Kearns High	November 11-15	Julie Brough
Cottonwood High	November 11-15	Martha Camarillo
Taylorville High	Nov. 19, 7:30-10:30am	Mike Lehr
Salt Lake District	Event Date(s)	Site Coordinator
East High School	November 13-15	Sydney Mitton
West High School	November 13-15	Christine Pittam
Highland High School	November 13-15	Doreen Carey
Ogden School District	Event Date(s)	Site Coordinator
Ben Lomond High School	November 11-14	Melanie Clifford and Tamra Larsen
Ogden High School	November 11-14	Nikki Wardle and Jacque Mendenhall

All in all we had a successful pilot year and learned a great deal. We had a number of school best practices emerge such as development of senior packets, use of teachers and PTA as volunteers, classroom focused application sessions by institution, use of student leaders as peer mentors, use of school marquee, morning announcements, and school clubs to promote the week, meeting with all senior English classes in order to touch as many seniors as possible, and foundation donations to cover application fees. A number of challenges were identified, the most significant pertaining to USHE application's use of social security number field, driver's license information, confusion around ethnicity designations and processes for undocumented students, and lack of and varied processes for fee waivers for high need students. School buy-in varied amongst sites, and those schools with principal buy-in had the most successful programs. This will be easier in future years because the implementation timeline will not be so tight. Additionally, data tracking and analysis took over thirty hours of data entry just for our eight schools this year.

As a result the steering committee suggested the following changes be considered for 2014; identification of dates in early spring for fall implementation, have the program run for two weeks to allow the first week for student and parent awareness and the second for application submission, principal and site coordinator joint meeting, use school data systems and Scantron surveys to ease evaluation, and encourage the USHE institutions to use the same online application or at the very least standardize the order and questions.

Staff from the Office of the Commissioner conducted site visits at each of the participating schools throughout the week, and at each location were able to assist a few students in submitting their applications. Joe Watts, Senior Fellow at ACE, visited programs at Kearns and Ogden High schools on Tuesday, November 12 and was very impressed by these school's program organization and student support. The events also received media attention from the Deseret New and the Salt Lake Tribune, as well as a few local papers. Districts and schools received three weeks to collect and compile data and the steering committee met in early December for a debrief and to determine next steps for further implementation in 2014. Since that time the Outreach and Access Department has entered and analyzed data for over 2,000 student, volunteer, site and steering committee surveys, as well as student participation sheets and have determined the following outcomes for our 2013 Utah College Application Week Pilot.

- **2311 students participated** in Utah College Application week.
- **75% of those participants submitted a survey**, reporting they had **submitted 1572 college applications**.
- Survey respondents reported:
 1. UCAW increased their **interest in going to college by 87%**.
 2. **55%** identified as **First Generation students**.
 3. **25%** reported **they did not previously plan to apply to college** before participating in UCAW.
 4. Of the 125 respondents from Ogden's 400 seniors **79% stated they did not plan to apply to college before this event**.
- **66% reported they did not have knowledge of the FAFSA**.
- Collectively through these pilot schools, **49 percent of the senior class participated**; Kearns had 80% of their seniors participate and Highland 75%.
- Parents, higher education access and admissions professionals, college students, community members donated **451 hours of volunteer service** to assist the schools in their efforts.

Participating in the American College Application Campaign and launching Utah's first College Application Week was one of the most rewarding and unifying K-16 collaborations in recent years. This program is low cost for schools although success is heavily reliant on school buy-in and the ability for the site coordinator to absorb the hours required for planning and implementation. Finally, further data analysis will be completed next fall as each participant's name will be run through the National Student Clearinghouse to determine how many of UCAW 2013 participants actually enrolled in postsecondary education for Fall 2014 semester.

Next Steps

- Report back to ACE through the completion of the national survey; based on national week determine Utah's 2014 dates.
- Share 2013 outcomes with the Chief Student Services Officers our, discuss the application barriers and possible solutions, as well as share expansion plans for 2014.

- Work with directors of GEAR UP and Utah College Advising Corps and the district personnel and principals in the schools in which they serve to discuss expansion to all their partners' schools.
- Discuss expansion possibility with USOE's College and Career Readiness Advisory Group.
- Explore possible MOU for school participation.
- Develop Utah specific site coordinator manual.
- Reconvene the UCAW steering committee to recommit pilot schools to participation, discuss further expansion to other schools in Granite District, and develop a 2014 implementation plan.

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 memorandum, 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
Attachments

UTAH COLLEGE APPLICATION WEEK

STEPUP

DREAM AHEAD
I APPLIED





I've Applied...What's Next?

Congratulations! You have taken the very important first step to going to college – you've applied! Once you have submitted your online application, colleges should be in touch with you to inform you of the status of your application. Make sure to check your email! If you have not been contacted by the school within four weeks of your submission, contact the admissions office to ask about your application status.

Don't forget your confirmation page

If you applied online, do not leave the computer lab without a physical printout of your confirmation page! Some schools require this page to be signed and mailed to the admissions office to complete the application process. Whether the school requires this form or not, you still need a printed copy for your records.

Follow up

Even though you've submitted your application online, there's still more to do to finish your application. You need to submit:

- High school transcripts—must be official (signed and with a school seal)
- Your application fee (if you chose the pay later option)
- ACT scores (if required)
- Letters of recommendation (if required)
- Your essay (if required)

Make sure to keep a copy of all submitted documents as well as your application page and confirmation page for your records.

Even after you're accepted to a college, there's still a lot of work to do to make your final decision and get ready. You'll want to consider what financial aid is available to at the colleges you're considering, and you'll want to decide if you want to live on campus or commute. Of course, once you decide on a college, you'll need to register as a new student, attend orientation, and enroll in classes.

The next steps for financial aid

Paying for college

After January 1st, you can complete the Free Application for Federal Student Aid (FAFSA) online. You need to complete the FAFSA to be considered for grants, work-study funds, student loans, and many scholarships, so this is a very important step. You and/or your parents will want to submit your federal tax forms first. If possible, you should complete the FAFSA before March 1, because that's the priority deadline and schools can run out of federal aid.

Resources for Completing the FAFSA

Complete and submit the FAFSA as early as possible. The sooner you submit the form, the better chance you have of getting an affordable financial aid package.

- First, register for a FAFSA PIN at www.pin.ed.gov. You will need a PIN to complete your FAFSA from year to year.

- Utah Higher Education Assistance Authority (UHEAA) partners with schools statewide to host FAFSA Completion Nights. To find the event nearest you, go to www.facebook.com/uheaa/events or <http://blog.uheaa.org/events>.
- The U.S. Department of Education has resources to help you understand the types of financial aid, whether you qualify for aid, and how to apply for aid: <http://studentaid.ed.gov/>
- Speak with your family and school counselor about your financial aid options.

Resources for Finding Scholarships

Scholarships are a great way to pay for college, because they do not have to be repaid. Here are a few places to search for scholarships.

- Your school counselor or scholarship coordinator.
- The financial aid & scholarships webpage of the college or university you plan on attending
- Online scholarship search engines, such as:
 - www.cappex.com
 - www.bigfuture.collegeboard.org
 - www.zinch.com
 - www.fastweb.com
 - www.utahfutures.org

Remember, scholarships don't have to be repaid, but that doesn't mean they are easy to get. You need to dedicate time and energy to being a good candidate and to submitting scholarship applications. Don't be afraid to ask for help from counselors, teachers, friends who have also applied for scholarships, and family members!

UHEAA FAFSA Completion Nights Coming to a High School Near You! Assistance with Your Free Application for Federal Student Aid (FAFSA)

For a complete calendar of events, please check www.facebook.com/uheaa/events or <https://blog.uheaa.org/events>. FAFSA Nights are usually held in February and March.

What to Bring

The following items are what you should bring to the event.

- Your Personal Identification Number (PIN number). If you do not already have a PIN or if you have forgotten your PIN and need to retrieve it, you can go here: www.pin.ed.gov
- If you have previously completed a FAFSA Worksheet, please bring it with you.
- Your Social Security Number.
- Your driver's license (if any).
- Your parents' 2013 W-2 forms (if you are a dependent student). If you earned income in 2013, you should also bring your 2013 W-2 forms.
- Your 2013 untaxed income records (e.g., Veteran's non-education benefit records, child support received, worker's compensation).
- Your current bank statements.
- Your current business and investment mortgage information, business and farm records, stock, bond and other investment records.
- Your resident alien registration or permanent resident card (if you are not a U.S. citizen).

UHEAA Contact Info:

Phone: 801-366-8477

Email: outreach@utahsbr.edu

www.blog.uheaa.org

www.twitter.com/uheaa

www.facebook.com/uheaa

www.youtube.com/uheaa

StepUp to Higher Education Contact Info:

Phone: 801-366-8492

Email: stepup@ushe.edu

www.stepuputah.com

www.twitter.com/stepuputah

www.facebook.com/stepuputah

www.youtube.com/stepuputah

College or University	Application Fee	General Fee Waiver Policy	Special Fee Waiver/Option for College Application Week for those with demonstrated need
Brigham Young University	\$35	None	None
Dixie State University	\$35	Fee waivers are provided to low-income students, but require a letter from a school counselor verifying their status. Address letters to Dixie State University, New Student Programs.	Yes. Click submit without payment and the fee payment can be deferred for applications submitted this week.
LDS Business College	\$35	None	None
Salt Lake Community College	\$40	None	None
Snow College	\$30	Waived for attendance to any admission/scholarship open houses or other campus events (Snow Blast). Will waive for TRIO/GEAR UP students or students with demonstrated financial need. To obtain fee waiver contact the Admission's Office, speak with any admissions advisor or contact Admission Director at brandon.Wright@snow.edu, (435) 283-7154 or 1(800) 848-3399.	Yes. Students should use the pay later option and their fee payment will be waived for applications submitted during this week.
Southern Utah University	\$50	None	None, but students do have the option to submit without paying and then they will follow-up at a later date for the fee.
University of Utah	\$45	Offered to those with hardship. Must have one of the following: 1. Verification they are on state or federal government support (i.e. food stamps, Medicaid, etc.); 2. Letter from high school/GEAR UP/ Trio counselor stating that they are on free or reduced lunch, federal assistance form, or similar information; letter may also come from a clergy authority, or another U of U department; 3. ACT and SAT waiver accepted; 4. Once the applicant has submitted online admissions will match this verification and begin processing.	None
Utah State University	\$40	Must be able to show demonstrated need through government support such as Free and Reduced Lunch status.	Yes. Students need to submit the application without the payment and an advisor/counselor can email a letter to Director of Admissions at katie.nielsen@usu.edu demonstrating need and a waiver will be determined upon this submission.
Utah State University Eastern	\$40	Campus recruiters do give fee waivers at special events and school visits.	None, but students have the option to submit without paying and then they will follow-up at a later date for the fee.
Utah Valley University	\$35	Must have one of the following: 1. High School counselors have a waiver request form they can fill out should the student be in a qualifying state or federally funded program (free and reduced lunch etc.); 2. A UVU department advisor can also fill out a waiver request form, (Women's Center, TRIO, GEAR UP, etc.) 3. ACT waiver accepted. Additional questions can be directed to admissions@uvu.edu.	None.
Weber State University	\$30	No official policy. Informal process includes program directors evaluating individual need by student then awarding based on need. Please check with, Education Access and Outreach to see if they can provide financial support for the fee by calling an outreach advisor 801-626-7006.	None, but students do have the option to submit without paying and then they will follow-up at a later date for the fee.
Westminster College	\$50	Only offered to students who participate in a campus visit.	Yes. Students who apply to Westminster during this week will have their application fee waived through a special agreement for this event. Click fee waiver options at the end of application.

Other Fee Waivers	Application fee waiver site	Other Info
National Association for College Admission Counseling	http://www.nacacnet.org/STUDENTINFO/FEEWAVER/Pages/default.aspx	School's counselor has to fill out form.
Workforce Investment Act (WIA) Youth Program	Have students get in contact with representatives, Linda McGrath at 801-342-2659, or Rachel Anderson at 801-857-7830, in order to be set up in their program to receive a waiver.	
ACT	Application fee waiver site	
SAT	http://sat.collegeboard.org/register/sat-fee-waivers	max of 4 apps.

Utah Application Reference Sheet

	Applicant is Participating in Concurrent Enrollment at this Institution in Fall 2013	Personal Information Required: Name, DOB, SSN, gender, race/ethnicity, first language, first-gen status, marital status, military status, mailing address, phone, email address	If Applicant has Undocumented Status	Semester Applying for: Type of Student (freshman, transfer, non-traditional, non-matriculated)	Students' Intended Major or Type of Degree Seeking	Residency Questions: How long you have resided in Utah, list of what you have been doing for past three years, driver's license number	Parent/Family Info: Name, relationship, address, phone, email, level of education, alumni status	Academic History: HS name/location, grad date, list former schools attended (including CE), and course taken.	Other	If the Applicant is not Planning to Enroll Fall 2014 for Mission / Military service / Family Issues etc.
BYU		Agree to live by honor code; Religious affiliation (if LDS - how long as a member, home ward, home stake); If not LDS - yes/no questions about excommunication status from LDS, affiliation with religions which allow plural marriage; History of probation, parole, convictions (if so provide explanation).		Preference of schools (BYU, BYU Idaho, BYU Hawaii, LDS BC); Housing plans.	Required	Required	Parents or sibling graduate from any BYU school	Required	Optional questions & essay questions (three at 300 words each) to be considered for additional university scholarships.	Applicants should apply NOW even if they believe they will not be here in Fall 2014. Once admitted they can seek a deferment at the discretion of the institution.
DSU	Still must fill out application however, fee will be waived.	Required	Zero out SS# and leave US citizenship blank. They will follow up with HB 144 information.	Required	Required	Citizenship status	First-gen status	Required		Applicants should apply NOW even if they believe they will not be here in Fall 2014. Once admitted they can seek a deferment at the discretion of the institution.
LDS BC		Same as above (BYU)		Same as above (BYU)	Required	Required	Same as above (BYU)	Required	Same as above (BYU)	Applicants should apply NOW even if they believe they will not be here in Fall 2014. Once admitted they can seek a deferment at the discretion of the institution.
SLCC	They are admitted and do not need to apply again. However, they must update their status with the CE office.	Required	Fill out the normal application and leave SS# blank they will be admitted as a non-resident. Then submit HB 144 waiver info. http://www.slcc.edu/enrollmentservices/docs/Residency_Affidavit.pdf	Required	Required	Citizenship status	First-gen status	SLCC CE status		Applicants should apply NOW even if they believe they will not be here in Fall 2014. Once admitted they can seek a deferment at the discretion of the institution.
Snow	Still must fill out application however, fee will be waived.	Required	Leave SS# blank, and they will follow-up with the HB 144 information.	Campus location; Previously Attended/Applied,	Required	Citizenship status	First-gen status	Required		Applicants should apply NOW even if they believe they will not be here in Fall 2014. Once admitted they can seek a deferment at the discretion of the institution.
SUU	Must fill out first time freshman application.	Required	Leave SS# blank.	Purpose for attending SUU (degree, personal enrichment, etc.)	Required	Citizenship status	Required	Required		Applicants should apply NOW even if they believe they will not be here in Fall 2014. Once admitted they can seek a deferment at the discretion of the institution.

USU	Still must fill out application however, fee will be waived.	Religious affiliation; Family members who have attended USU; Felony convictions - if so need to fill out separate form.	Zero out SS# and leave US citizenship blank. They will follow up with HB 144 information.	List regional campuses planning to attend; For what purpose you are taking classes (bachelor degree, associate degree, certificate, etc.)	Required	Required	Both living parents and spouse.	List of senior English, math, science, & history classes; Have you ever been expelled, suspended, disciplined, or put on probation status, HS or college - if so need to attach a detailed statement of explanation.		Applicants should apply NOW even if they believe they will not be here in Fall 2014. Once admitted they can seek a deferment at the discretion of the institution.
USU-E	Still must fill out application at however, fee will be waived.	Same as above (USU)	Zero out SS# and leave US citizenship. They will follow up with HB 144 information.	Campus Location	Required	Required	Same as above (USU)	Same as above (USU)		Applicants should apply NOW even if they believe they will not be here in Fall 2014. Once admitted they can seek a deferment at the discretion of the institution.
UU	Only applicable for AMES high school students.	Required	Under the citizenship portion of the application, indicate that you are requesting HB 144 consideration. The HB 144 waiver needs to be submitted at the same time as the admissions application. http://admissions.utah.edu/apply/residency/hb144.php	Required	Required	Citizenship info (country of birth & citizenship status).	Parent's state of legal residence & how long they have resided in Utah continuously; With whom you currently reside; Come from a single-parent household; Primary language at home; Extraordinary family obligations (yes/no questions).	Self-reported GPA & ACT/SAT score; All courses taken (grades 9-12); Opportunity to describe any extenuating circumstances that may have impacted academic achievement (500 characters max).	In order to be considered for Diversity and Leadership aid there is no longer a separate application and depending on students answers they might be selected for consideration. Applicants need to thoroughly complete the application and demonstrate in ALL answers why they are a good candidate for the UU.	Applicants should apply NOW even if they believe they will not be here in Fall 2014. Once admitted they can seek a deferment at the discretion of the institution.
UVU	Fill out the Returning Student application, no fee required.	Plans to interrupt schooling for military, or church mission; Plan to attend evening/weekend classes; How did you find out about UVU	Fills out freshman application, and leave SS# and DL fields blank. After applicant submits, prints out the HB 144 waiver and then submit it. http://www.uvu.edu/admissions/information/HB144.html	Required	Required	Citizenship status	First-gen status	Required	Have to enter both SSN & DL # to proceed not sure what process is if you don't have one).	Applicants should apply NOW even if they believe they will not be here in Fall 2014. Once admitted they can seek a deferment at the discretion of the institution.
Weber	They are admitted and do not need to apply again.	Required	They are working on a new section for status and will have students self identify. Use 999 for SSN#. They will follow-up with HB 144 information.	Required	Required	Citizenship status	First-gen status	Required		Applicants should apply NOW even if they believe they will not be here in Fall 2014. Once admitted they can seek a deferment at the discretion of the institution.
Westminster		Part or full time; Plans to live on campus; Tuition reimbursement from employer (if so, specify); How did you hear about Westminster.	Leave SS# blank.	Required	Required	Citizenship status	Parent employer name, occupation, marital status, name of colleges or universities attended & degrees earned, siblings or relatives who have attended Westminster.	Required	List any jobs you have held in past three years & attach resume; Academic achievements (list); Extracurricular activities (list); What three factors were most important in decision to apply to Westminster; Personal essay (250-500 words) - questions provided; History of academic or behavior misconduct that resulted in probation, suspension, removal or dismissal, attach separate sheet providing description of incident.	Applicants should apply NOW even if they believe they will not be here in Fall 2014. Once admitted they can seek a deferment at the discretion of the institution.

Deseret News

Mayor Ben McAdams, educators encourage students to apply to college

By Benjamin Wood , Deseret News

Published: Monday, Nov. 11 2013 3:38 p.m. MST



Salt Lake County Mayor Ben McAdams talks to a group of Cottonwood High School students Monday, Nov. 11, 2013, before they fill out college application paperwork. (Scott G Winterton, Deseret News)

MURRAY — This week, hundreds of Utah high school seniors will submit college and university applications as part of a push to increase enrollment in higher education.

Among those students is Cottonwood High School senior Berkely Mitchell, who plans on applying to Dixie State and Southern Utah universities on her way to becoming a pediatric anesthesiologist.

"It's beyond scary," she said of the impending end of her high school days. "I'm an inquisitive person, so I'm probably going to have a lot (of questions). It's nice to have resources available."

The Utah College Application Week, which began Monday, is a pilot program involving three school districts and sponsored by the Utah System of Higher

Education. During the week, volunteers at eight Utah high schools will assist students in submitting their applications. Application fee waivers are also available to low-income and first-generation students to provide extra incentive.



Salt Lake County Mayor Ben McAdams talks to a group of Cottonwood High School students Monday, Nov. 11, 2013, before they fill out college application paperwork. (Scott G Winterton, Deseret News)

"We're really targeting our disadvantaged students to give them the opportunity," said Nate Salizar, a community school coordinator with the United Way of Salt Lake who works with Cottonwood High School. "It's daunting, especially for first-generation students whose parents may not have had that experience. So this simplifies the process."

Salt Lake County Mayor Ben McAdams also participated in the kickoff to the week at Cottonwood High School. He spoke of his own educational experience, like donating plasma to have some extra money for a social life and the decision to run for student body president at the University of Utah that sent him "astray" into political life.

"With your commitment and your work, you can make it through college," he told students. "A college education is accessible to you and it is the door to a bright and prosperous future."



Cottonwood High School students Gabby Barton and Lydia Kane look at a college brochure as they fill out college application forms, Monday, Nov. 11, 2013. (Scott G Winterton, Deseret News)

Cottonwood High Principal Alan Parrish said roughly one-third of his students traditionally enroll in college after graduation. He said hopefully the event contributes to an increase of that number while also helping students understand that applying to college isn't as difficult as they may have assumed.

Utah College Application Week is the latest initiative by the Utah System of Higher Education to boost post-secondary enrollment and degree attainment. Recently, education officials launched a "15 To Finish" campaign aimed at encouraging students to take a full course load in order to save money and more quickly complete their degrees.

A [recent survey](#) conducted by the Utah Foundation found that 90 percent of the high school class of 2013 intended to pursue continued education or job training following graduation.



Annie Rees, Jesse Lowden and Taylor Dabrowski listen as Salt Lake County Mayor Ben McAdams talks to a group of Cottonwood High School students Monday, Nov. 11, 2013, before they fill out college application paperwork. (Scott G Winterton, Deseret News)

But according to the Utah System of Higher Education, only 54 percent of high school graduates and 41 percent of low-income students enroll in post-secondary education immediately after their high school graduation.

"There is nothing more important students can do for their futures than graduate from high school and go on to graduate from college," Melissa Miller Kincart, assistant commissioner for Outreach and Access, said in a prepared statement. "We want all students in Utah to know they are college material and offer them the support and information they need to get through the college application process."

As part of Utah College Application Week, students who complete their application will receive an "I Applied" sticker and are encouraged to tweet their experience using the hashtag #IApplied.

Email: benwood@deseretnews.com, Twitter: bjaminwood

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Link: <http://www.deseretnews.com/article/865590361/Mayor-Ben-McAdams-educators-encourage-students-to-apply-to-college.html>

The Salt Lake Tribune

‘Leap of faith:’ Utah students get help applying for college
Education • New application week targets low-income, first-generation students for guidance.

BY LINDSAY WHITEHURST

THE SALT LAKE TRIBUNE

PUBLISHED: NOVEMBER 12, 2013 06:49AM

UPDATED: NOVEMBER 12, 2013 01:01AM

Al Hartmann | The Salt Lake Tribune Cottonwood High guidance counselor Amanda Colton helps Liz Battad, left, Jake Shapiro and Dylan Cooley with the online Utah college applications. Cottonwood High School seniors applied online to Utah colleges Monday November 11.

Camila Gramondi has been working toward college since the seventh grade, and the 18-year-old knows why she wants a business degree.

“[I’ve] just [seen] my parents struggling so much because they didn’t have a college education,” said Gramondi, a senior at Cottonwood High School.

But there’s still plenty of work ahead to finish up, between high school classes, extracurricular activities and work. On Monday she tackled the next big step: the college application.

“It’s our senior year, we’re so close and it’s nerve-racking!” said Ivett Gonzalez, a 17-year-old aspiring teacher.

About 60 Cottonwood High students, many of them low-income or prospective first-generation college students, came to the school library for help with that all-important but often complex first step. It’s part of College Application Week, a new effort led by the Utah System of Higher Education to give students, especially those from underserved groups, guidance on accessing college.

“We have parents come in and they don’t even know how to begin,” said Martha Camarillo Freston, a college access advisor for Utah College Advising Corps.

Higher education officials are hoping to close a sizable gap that seems to open up between middle school and high school graduation: While more than 90 percent of middle school students say they want to go to college, only about 54 percent of graduates immediately enroll in higher education, according to USHE. That rate drops to 41 percent for low-income students.

USHE is working with eight Wasatch Front schools in three districts to set aside time during the school day to fill out applications, provide advisors to help and offer application fee waivers for low-income students.

“We’re getting at the school level, and bringing administration, faculty and staff on board,” said Melissa Miller Kincart, assistant commissioner for outreach and access at USHE.

Most college applications are available online, but the process is far from self-explanatory. Gramondi, for example, paused while typing her high school courses onto a form for the University of Utah application.

“What does this mean when it says ‘college algebra?’ ” she asked Freston.

“Do you remember taking algebra at all?” Freston said, and flipped open Gramondi’s transcript, which was printed and prepared for all the students at the event.

“Yep,” she said, telling Gramondi her high school course fills the requirement.

Freston is hoping to help every graduating senior at Cottonwood High apply to at least one college — usually, less than half of the 450 graduating seniors apply, school officials said. The process has changed significantly over the last two decades, Salt Lake County Mayor Ben McAdams told the Cottonwood High students.

“I didn’t know how the application process worked,” he said. “I kind of knew I needed to take the ACT.”

He signed up to take the test, but cracked the books to study only once — and then left in a hurry when friends invited him to a haunted house.

McAdams ended up at Weber State University and transferred to the University of Utah, where he began his political career as president of the student body, and later went to Columbia Law School in New York. He paid for his education with Pell Grants and student loans, scrounging entertainment money from the occasional donation trip to the blood bank.

“A college education is accessible to you and it’s a door to a bright and prosperous future,” he said. “Sometimes it’s a leap of faith, but if you believe in yourself you can succeed.”

lwhitehurst@sltrib.com

Link: <http://www.sltrib.com/sltrib/news/57114294-78/college-students-application-education.html.csp>

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January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: "Expect the Great" African/African American Leadership and College Fair Event

Background

In 2011, President Matthew Holland and some key Utah Valley University administrators visited Regent France A. Davis and his congregation at the Calvary Baptist Church. During this visit, Regent Davis expressed his desire to have the Utah System of Higher Education host a college and career fair targeting his congregation and other members of the African/African American/Black communities with the purpose of providing information, resources, and support to prepare for postsecondary education and careers. President Holland reached out to former president of Salt Lake Community, Cynthia Bioteau and asked for her support and willingness to host the first event. Together, they asked their fellow presidents to support this endeavor through a financial commitment and staff resources. With this support, along with a commitment from Westminster College, a planning team was assembled and the event was executed later that fall with around 300 participants. Building on the momentum of the first year success, this event was hosted the following fall at Weber State University.

Issue

At the request of Regent Davis, the University of Utah graciously agreed to host this year's two day gathering, held November 15-16, 2013. President Pershing asked Aretha M. Minor, Senior Associate Director of Admissions to chair the event under the direction of Regent Davis with planning and implementation support from the Office of the Commissioner's Outreach and Access department, USHE institutions, Westminster College, and Salt Lake and Davis School Districts. This event was funded by carryover support from the 2012 event, a \$1,000 commitment from each of the President's Offices, as well as a generous \$5,000 contribution from the University of Utah's Office of Admissions.

Postcard invitations were created and distributed throughout the predominately African American/Black church congregations in Salt Lake City and throughout the Ogden/Weber area. A targeted mailing was sent to self-identified students in Alpine, Canyons, Davis, Granite, Ogden and Salt Lake School Districts. The University of Utah created and supported online registration, and the Office of the Commissioner promoted the event through their Twitter and Facebook outlets.

The planning committee made two significant changes to the event this year as a result of our experiences with past events. First, a Friday evening Black Student Union (BSU) networking dinner and Leadership in

Action workshop, with an optional overnight stay in the University of Utah Guest House was added. We have learned that an important outgrowth of this effort has been the opportunity for our Black and African American student leaders to come together with their peers from across the state and share and learn from one another. This addressed a past problem of feeling that their time together was rushed, and letting them to know we have a vested interest in their development and success. Second, we focused the Information Fair on our colleges and universities and their educational, financial support, co-curricular and leadership opportunities. Overall the planning committee was pleased with these changes and hopes to improve these enhancements next year.

Approximately 250 prospective students, parents, families, community members, K-12 educators, Black Student Union/clubs members, admissions, recruitment, financial aid, human resources, and student services staff were in attendance. President Pershing welcomed the group, followed by opening remarks from Regent France A. Davis, Commissioner David L. Buhler, and President Charles A. Wight of Weber State University. Betty Sawyer, GEAR UP Director at Weber State University, was the luncheon speaker and Ed Buendía, Acting Associate Vice President, Office for Equity and Diversity at the University of Utah provided closing remarks. An optional campus tour was offered.

Participants were able to attend workshops on: Making sense of the admissions process, Utah Scholars, Paying for College, Packaging Yourself as a Job Candidate, Sharing Your Story. The final session attendees chose between two panels, one given by leaders from the Black Student Union, the other by employment specialists. Colleges and universities set up information booths during lunch and provided participants with general information on admissions and financial aid, as well as information on multicultural student support including: student organizations, leadership opportunities, tutoring and mentoring resources. Additionally, StepUP, UHEAA and UESP also participated in the information fair. This was also a great opportunity for representatives to answer questions one-on-one, and distribute materials for the upcoming academic year.

Next Steps

The planning committee met with Regent Davis in mid-December and a number of issues and recommendations were put forth. It was determined that the 2014 event will be hosted by Salt Lake Community College.

- This year we intentionally brought the event back to the Salt Lake Valley in hopes of reaching a higher number of prospective students and community members. Though our numbers were strong, we had 79 pre-registrants not show the day of the event. Vibrant participation from these communities is often a concern, however this year the fact it was snowy weather could have played a factor, and Saturday event programming can be difficult given so much other competition for family time on the weekends. Thus, the committee believes that a core group of folks should meet with appropriate designated personnel in Alpine, Canyons, Davis, Granite, Jordan, Ogden and Salt Lake School Districts to see if they would support a full day Friday program, by providing transportation and release time for our targeted student populations to participate in this event, similar to the High School Conference the Black Student Union from the University of Utah hosted in previous years. Members of the College Access Network and the SLCC Expect the Great chair will further these discussions and share outcomes with the planning committee.
- Providing relevant and appropriate programming for such a wide audience, including families, junior high and high school students, college student leaders, as well as providing information on retooling for more employment opportunities, continues to be challenging. Each group has

specific needs; if this event is refocused towards junior high and high school students with district support for a school day event, the programming will need to be altered to resonate with that audience.

- The information fair continues to be a highlight of the offerings, however, in many cases it distracts students from attending workshops where the discussion and presentation is vital to their educational path. The location of the fair and workshop schedule needs to be considered to allow for better transition between offerings and to maximize attendance in the workshops.
- This year the registration process was seamless. Though we had 157 walk-ins the University of Utah captured adequate demographic and contact information and have shared these names with each of our institutions to add to their inquiry databases.
- The committee unanimously supported the programs enhancement of adding the Friday evening leadership opportunity for our current African American and African student leaders. This networking time with peers, learning from their advisors in an off-campus environment, as well as providing dedicated time to talk about leading change, is vital in the development of these student leaders. President Wyatt was struck by the enthusiasm of these students and extended the opportunity for Snow College to host a similar gathering dedicated to the support and advancement of college students from these communities. Advisors from the Black Student Union will look into the feasibility of transportation and housing for this type of gathering and we will explore with Interim President Carlston and his administration.
- An ongoing concern is sustainability; this event has been organized the past three years with an ad hoc planning committee from the colleges and universities with some K-12 representation, led by a chair from the host institution with support from USHE Outreach and Access Department. As this event has increased in popularity and grown in size, and with the addition of the overnight BSU leadership experience, we need to determine how best to finance this event which could include additional institutional contributions.

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 memorandum, 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

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: College Access Challenge Grant 2014 ImPACT Subgrantees

Background

The Board of Regents was originally designated in 2008 by Governor Huntsman and then again in 2010 by Governor Herbert, as the state agency to apply for and receive the College Access Challenge Grant Program (CACG) from the U.S. Department of Education. The CACG is a formula grant and was created and funded as part of the College Cost Reduction and Access Act of 2007, and was extended in 2009 through the Healthcare and Education Affordability Reconciliation Act with the purpose of helping low-income students and families learn about, prepare for, and finance postsecondary education. The program at the federal level received an appropriation of \$150 million for fiscal years (FY) 2010-2014. The Office of the Commissioner reports and applies annually and their proposal was approved in August 2013 for fiscal year 2014, and thus Utah received \$1.4 million dollars of these federal funds. The grant is under the direction of Melissa Miller Kincart, Assistant Commissioner for Outreach and Access.

One of Utah's three core objectives of its College Access Challenge Grant Program (CACG) is:

To expand and enhance the statewide infrastructure in Utah which will foster partnerships among federal, state, and local agencies, community-based organizations, businesses and public and higher education to significantly increase the number of low-income and underrepresented students who are prepared to enter and be successful in postsecondary education.

To this end, in 2011 the Office of the Commissioner, Outreach and Access department created the ImPACT: *Improving Preparation, Access, & Communities Together* Subgrant opportunity to encourage not-for-profit colleges and universities to partner, establish, strengthen, or expand access and outreach programs geared towards supporting the 66 percent goal and Utah's CACG objectives *to significantly increase the number of low-income and underrepresented students who are prepared to enter and succeed in postsecondary education.*

Issue

Given the successful work and partnerships made possible by the past three years of ImPACT Subgrant funding, we once again launched a similar funding opportunity for 2014. The subgrant RFP was released in mid-September 2013 throughout the state and interested applicants were invited to participate in a Technical Assistance meeting on October 1. Completed proposals and letters of support were due on November 1, 2013.

In order to have been considered an applicant's lead partner must be a not-for-profit college or university and could submit for one of the following levels of funding and with 50% institution match:

1. Planning Grant (Up to \$10,000) to support the planning process for creating a college access program.
2. Startup Grant (Up to \$75,000) to support the startup of a new college access program.
3. Expansion Grant (Up to \$50,000) to support the expansion of an existing college access program.

Strong submissions included such activities as:

1. Providing information on financing options, including activities that promote financial literacy and debt management among students and families;
2. Conducting outreach activities for students who may be at risk of not enrolling in or completing college;
3. Assisting students in completing the Free Application for Federal Student Aid (FAFSA);
4. Implementing professional development for guidance counselors at middle and secondary schools, and/or financial aid administrators and college admissions counselors at institutions of higher education, to improve such individuals' capacity to assist students and parents with:
 - a. Understanding entrance requirements for admission to institutions of higher education, and
 - b. Applying to institutions of higher education, applying for financial assistance and scholarships;
 - c. Activities that increase students' ability to successfully complete the coursework required for a postsecondary degree (including tutoring and mentoring); and
 - d. Activities to improve secondary school students' preparedness for postsecondary entrance examinations.

This year we had 20 submissions from all eight of our USHE institutions, as well as one from Bridgerland Applied Technology College in partnership with Utah State University. A selection committee made up of staff from the Office of the Commissioner, GEAR UP, and Weber State University determined that the attached eight proposals be approved. We are pleased that this year USHE will distribute just under \$400,000 in subgrant funding with the purpose of assisting our colleges and universities in supporting more low-income and undeserved students so that we might reach the 66% by 2020 goal.

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. 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

1. **University of Utah** **Tino Nyawelo & Holly Godsey** **Center for Science & Mathematics Education** **Expansion Grant \$50,000**
ImPACT 2nd Year

CACG Objectives: 1. Awareness, 3. Infrastructure

REFUGES (Refugees Exploring the Foundation of Undergraduate education in Science)

Refugees Exploring the Foundations of Undergraduate Education in Science (REFUGES) is an outreach program that supports minority, women, immigrant and refugee students in achieving success in college. REFUGES provides hands-on science workshops and tutoring for students in two middle and high school afterschool programs located around the Salt Lake valley. Students and their families also receive social services such as parenting classes, conflict resolution, family counseling, and opportunities for positive “leisure” activities. Students in the afterschool program apply to participate in a Summer Science Bridge course where they will spend seven weeks living, attending classes, and doing research on campus.

2. **University of Utah** **Sandi Pershing, Nate Friedman, & Nicole Batt** **Utah College Advising Corps/Youth Education** **Expansion Grant \$47,200**
ImPACT 1st Year

CACG Objectives: 1. Awareness

Utah College Advising Corps ACT Prep

Youth Education, with the assistance of the Utah College Advising Corps, will expand the current ACT prep program in several ways, including designing and implementing ACT instructor training for all 12 of the Utah College Advising Corps advisors, developing a new supplemental material book, and developing online modules that the students will be able to work on from home. Once developed the new ACT program will be offered at no cost to 35 underserved students in each of the 12 UCAC schools for the 2014-2015 school year.

3. **Utah State University** **Jamison Fargo & Nicole Pyle** **Psychology** **Startup Grant \$72,000**
ImPACT 1st Year

CACG Objectives: 1. Awareness,

From Streets to Scholars: An Educational Intervention for Homeless Youth

This project will develop a comprehensive educational intervention to increase access to postsecondary education for homeless youth. Participation in the intervention will also lead to increased self-efficacy and skills necessary for achieving success in pursuing educational goals, including post-secondary education. The intervention will consist of three major components: 1) an 8-week sequence of modules designed to increase access to post-secondary educational opportunities; 2) individualized meetings with a school counselor to remove barriers to postsecondary education; and 3) tutoring sessions. The intervention is grounded in strengths-based or positive psychology, where self-efficacy and removal of barriers to success is fostered.

3. **Utah State University – Eastern** **Virgil Caldwell & Heather Young** **Distance Education and Program Development** **Expansion Grant \$49,772**
ImPACT 2nd Year

CACG Objectives: 1. Awareness, 2. Professional Development

Innovative Mentoring, Partnering, and Access to College and Technical Training

USU-Eastern Blanding Campus serves San Juan County in southeastern Utah, one of the poorest in the nation with a majority population that is American Indian. The ImPACT project represents a commitment to solidify and expand successful programming developed during its startup year. These innovations include streamlining access to financial aid vehicles; broadening financial literacy programming; improving career guidance delivery; doubling the College Launch summer bridge program; and further developing CTE and academic pathways, with all efforts resulting in college access, strategic partnerships and local community relations being further strengthened.

- | | | | | |
|----|--|------------------------------------|---|---|
| 4. | Weber State University | Ruth Patiño Stubbs &
Dale Payne | Education Access & Outreach | Planning Grant
\$10,000
<i>ImPACT 1st Year</i> |
| | CACG Objectives: 1. Awareness, 3. Infrastructure | | | |
| | <i>Making Math Meaningful</i> | | | |
| | This Initiative is designed to focus on academic college preparation, particularly around math for secondary students who often enter post-secondary education under-prepared to succeed in completing a college degree. This planning grant will work in collaboration with key stakeholders at Weber State University and Ogden, Weber, and Davis districts to more closely look at the targeted academic needs to assist in addressing college preparation challenges around math for their students. Best practices will be evaluated that may include targeted mentor/tutoring support, tailored motivated and skill-based workshops and work collaboratively with partnering schools on test preparation. Additionally, this project will collect and clearly establish baseline data with partnership schools, targeted services to be implemented and a more tailored evaluation plan that will be reviewed quarterly as a collective with identified partners. Potentially, through credit-bearing workshops offered by the university, math mentor/tutors would provide related and needed support services to assist students within partnership secondary schools with increased math and overall college preparation. | | | |
| 5. | Southern Utah University | Karl Stevens & John Allred | University Studies | Planning Grant
\$10,000
<i>ImPACT 1st Year</i> |
| | CACG Objectives: 1. Awareness, 3. Infrastructure | | | |
| | <i>Southern Utah University/Stopped out Students</i> | | | |
| | Southern Utah University has seen the need to reach out to students who have stopped out on their progress towards degree completion. To determine where our efforts and resources might be most effective, a self-study and prospective student needs assessment are needed. Within the self-study, three main objectives will be addressed: 1) Review relevant literature to identify best practices for degree completion; 2) Review internal practices/policies that support or prevent degree completion; 3) Consult USHE and other peer institutions to identify successful strategies. | | | |
| 6. | Salt Lake Community College | Richard Diaz & Nancy
Giraldo | First Year Experience | Startup Grant
\$75,000
<i>ImPACT 1st Year</i> |
| | CACG Objectives: 1. Awareness, | | | |
| | <i>Salt Lake Community College Bridge Project</i> | | | |
| | The Salt Lake Community College Bridge Project will provide information to students and families on postsecondary education with the purpose of increasing the rates of low-income, first generation, and underserved students participating in, and completing a higher education program of study. The Bridge Program will target approximately 200 students and will be implemented twice a year. The six-week online, and in-person program will cover a variety of topics designed to increase students' academic, institutional, and financial literacy as well as their self-efficacy and general life skills. | | | |
| 7. | Utah Valley University | W. Barney Nye & Kirk Young | Center for Global and
Intercultural Engagement | Startup Grant
\$74,462
<i>ImPACT 1st Year</i> |
| | CACG Objectives: 1. Awareness, 2. Professional Development, 3. Infrastructure | | | |
| | <i>UVU Pacific Islander – Utah Rural Tribal ImPACT Outreach</i> | | | |
| | UVU's 2014 ImPACT proposal targets low-income/underrepresented Pacific Islander and rural Native American at-risk students and families throughout Utah. Dynamic partnerships with Wasatch Front school districts, UHEAA and cultural community partners will be initiated and leveraged. Project components will include student/parent workshops and seminars in college awareness, access, FAFSA and financial aid guidance, innovative cultural presentations, orientations and direct mentoring for academic advancement of these target populations. Professional development outreach and training, college visits, and conferences will be held at UVU and partnering locations. The program is designed for post-award sustainability within UVU's existing K-12 student support initiatives and programs. | | | |

These subgrants are paid for by a federal grant administered by the Utah State Board of Regents. However, the projects do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

January 15, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah Valley University – Purchase of Geneva Steel Property

Issue

Utah Valley University (UVU) has requested approval to purchase 125 acres of real property located at the old Geneva Steel Site in Vineyard, Utah. It is 2.3 miles from the UVU main campus. The option to acquire this property expires on April 15, 2014.

Background

The location of the property is shown on the attached map (shaded in green and designated as "UVU UNDER CONTRACT") and is divided into two parcels for purchase at different times:

Parcel 1 – This parcel consists of 92 acres (see attachment) that are contiguous to the property acquired by UVU in 2010 (designated as "UVU SOLD" on the map) and will be the location of a future Front Runner station. The cost of this parcel is \$10,018,800 (\$2.50 per square foot). Funding committed for purchase of this parcel is as follows:

Proceeds from a prior land sale to UTA	\$2,776,614
Loan from the UVU Foundation	6,012,783
Donated Funds	<u>1,229,403</u>
Total	\$10,018,800

University operating funds will be committed to repay the \$6,012,783 loan from the foundation over 20 years at 5.5 percent interest resulting in an annual payment of \$496,334.04.

This parcel has been mitigated for environmental quality and is available for immediate purchase.

Parcel 2 – This parcel consists of 33 acres (see attachment) and needs additional environmental and other mitigation prior to the purchase. The proposed contract provides a window for purchase within three years and not to exceed four years subject to receipt of certification that the environmental mitigation has been accomplished. This parcel would then be purchased for \$3,593,700 (\$2.50 per square foot). The source of funding for this parcel has not been formally determined.

The University is currently soliciting donated funds for the purchase of this project. Funds received from this effort will be used to reduce/repay the loan from the Foundation and for purchase of the second parcel pending the amount of donated funds received.

The commercial real estate appraisal values the property at \$4.40 per square foot, which is well above the \$2.50 per square foot price to be paid. Anderson Geneva Development, Inc., the owner of the property, will receive a tax deduction for the donated value of the property.

Copies of the UVU request letter, maps showing the location of the property, and the real estate appraisal are attached for your review. Officials from the University will be present to provide additional information as needed and to respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends approval of the purchase of Parcels 1 and 2 of this property as proposed with the following additional stipulations:

- a. The property is mitigated to a minimum commercial standard.
- b. Completion of a Phase 1 environmental assessment for each of the two parcels.
- c. Receipt of a Letter of Assurance from the Utah Department of Environmental Quality for each of the two parcels certifying that environmental issues have been mitigated.
- d. Disclosure of the sources of funding for the purchase of Parcel 2.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment



UTAH VALLEY UNIVERSITY

VICE PRESIDENT *for* FINANCE & ADMINISTRATION

January 6, 2014

Commissioner David Buhler
Utah System of Higher Education
Board of Regent Building
The Gateway
60 SOUTH 400 WEST
SALT LAKE CITY UT 84101

Dear Commissioner Buhler,

Utah Valley University is requesting approval to purchase 125 acres in real property located @Geneva (the old Geneva Steel Site) in Vineyard. The piece of property is located 2.3 miles from the Utah Valley University Main Campus. The option to purchase 130 acres of real property is set to expire April 15, 2014. This property purchase contract has two parts with the 125 acres divided into two parcels for purchase at different intervals.

Sale A

The first parcel is 92 acres (Exhibit A) at \$2.50 a square foot for a purchase price of \$10,018,800 which would be executed after approval of the Utah Valley University Board of Trustees and the Utah State Board of Regents. Parcel 1 is contiguous to the piece of property which was acquired by Utah Valley University in 2010 and will be connected by an underpass. This parcel will be the location of a future Front Runner Station.

Sale B

The second parcel is 33 acres of real property that needs additional environmental cleanup prior to purchase. The contract stipulates the University will purchase the property within three years, and no more than four years, if the property has been mitigated and received a letter of assurance from the Division of Environmental Quality. This piece of property would be acquired at \$2.50 per square foot for a cost of \$3,593,700.

The initial \$10,018,800 purchase will be financed through the following sources:

\$2,776,614 – Proceeds from a prior land sale to UTA
\$6,012,783 – Loan from the UVU Foundation
\$1,229,403 – Donated Funds

\$10,018,800 – Total

The loan from the foundation would be for \$6,012,783 for 20 years at 5.5 percent interest resulting in an annual payment of \$496,334.04 to be paid from University operating funds. The University will continue to fundraise in order to facilitate the purchase of Parcel B.

Final purchase of each parcel requires:

- a) the property be mitigated to a minimum of a commercial standard;
- b) a Letter of Assurance must be issued by the Utah Department of Environmental Quality prior to closing on the property;
- c) completion of a Phase I environmental assessment of the property;
- d) completion of a commercial real estate appraisal;
- e) The University is purchasing the property for approximately half of fair market value. Anderson/Geneva will receive a tax deduction for the other half of the property purchase.

The University is currently soliciting funds for this project. If funds are received, the University will reduce the amount of the loan from the UVU foundation. Thank you for your consideration of this real property proposal. If you have any questions please contact me at (801)863-8424 or email at Petersva@uvu.edu.

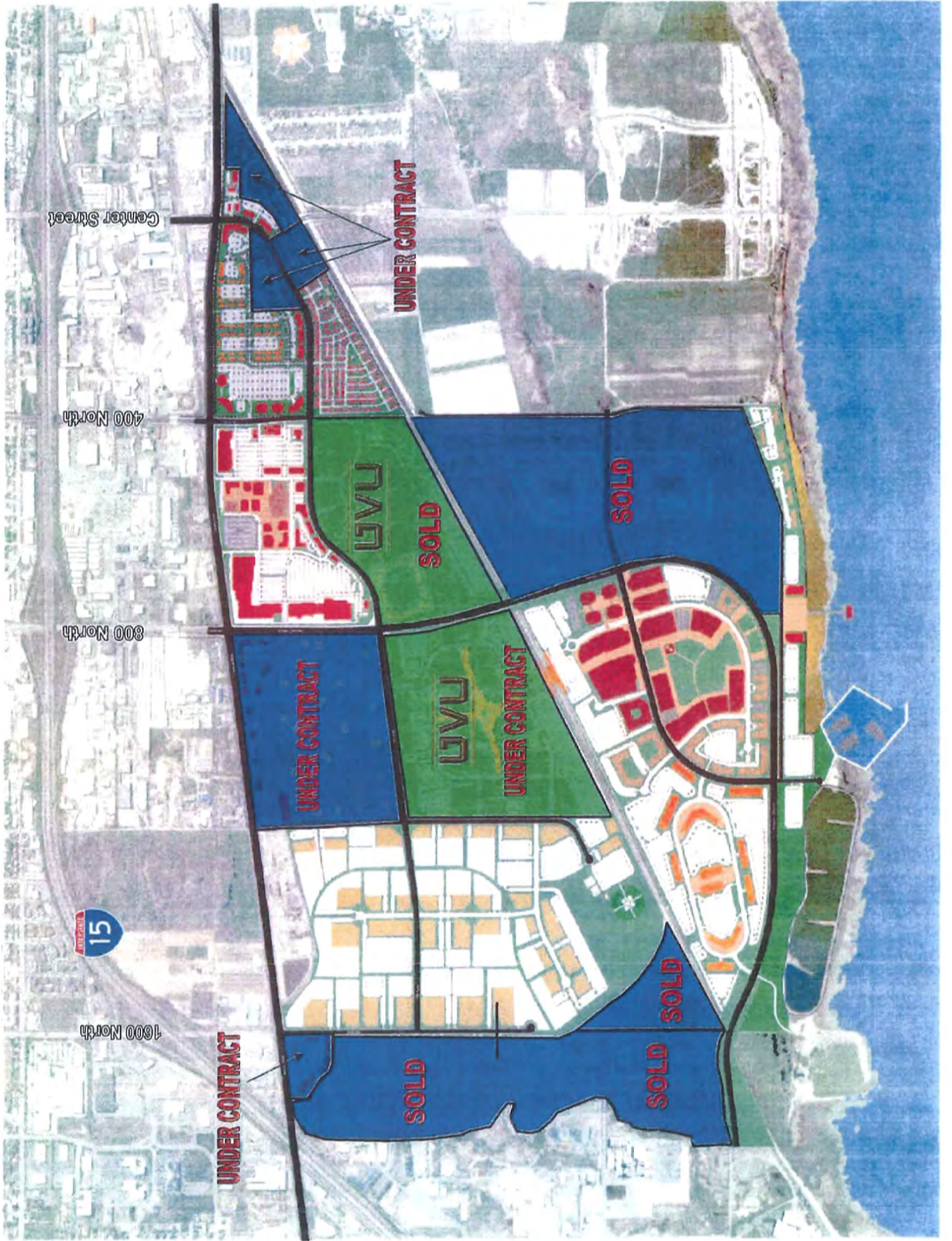
Sincerely,



Val L. Peterson
Vice President
Finance and Administration

sk

Attachment: Anderson Geneva Maps



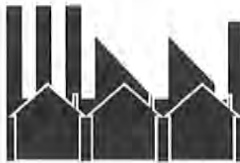
APPRAISAL REPORT

92.38 Acres with Mixed Use Potential
Appx. 800 North Mill Road
Vineyard, Utah 84057



GURNEY & ASSOCIATES REAL ESTATE APPRAISERS

Phone: 801.610.9555 • 45 N. 490 W. (Cypress Park), American Fork, Utah 84003 • Fax: 801.763.5992



GURNEY & ASSOCIATES

REAL ESTATE APPRAISERS

Don Gurney
Todd Gurney
Tyler Gurney

January 7, 2014

Utah Valley University
Attn: Val Peterson
800 W. University Parkway
Orem, Utah 84058

**RE: 92.38 Acres with Mixed Use Potential
Appx. 800 North Mill Road
Vineyard, Utah 84057**

Dear Mr. Peterson:

At your request, we have performed an appraisal analysis of the above-referenced real estate; it is zoned I-1 Industrial but it is master-planned for commercial and high-density residential uses. The subject is currently recorded as a portion of parcel 17-019-036 on Utah County records; the subject is identified on the Survey Map and the other exhibits of this report. This appraisal provides an estimate of the current as-is market value. The property rights appraised are fee simple.

Based on the results of our analysis, we estimate the market value of the subject property, as of the effective appraisal date (January 4, 2014), to be *\$4.40 per sq. ft. of land*, or the following rounded total:

\$17,700,000

**** SEVENTEEN MILLION SEVEN HUNDRED THOUSAND DOLLARS ****

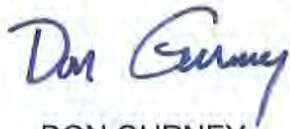
This value is contingent upon the Extraordinary Assumptions on pages 7-8 of this report.

Based on our research and analysis, we have concluded that the estimated exposure time to achieve the value estimated herein is approximately 12 months. The probable marketing time is up to 12 months as well.

Please find attached the documentation and supportive exhibits that comprise the appraisal report. The appraisal report was prepared in accordance with the Code of Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute and the Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation. This is a *Summary Appraisal Report*.

Please advise if we can be of any further assistance.

Respectfully submitted,



DON GURNEY

Utah State Certified General Appraiser
Certificate 5476828-CG00 Expires 6-30-15



TODD GURNEY

Utah State Certified General Appraiser
Certificate 5487768-CG00 Expires 7-31-14

File 25814

Attachments:

- Narrative Summary Report
- Location Map
- Vineyard Zone Map
- Vineyard General Plan Map
- Aerial View
- Site Plans
- Plat Map
- Parcel Map
- Survey Map
- Current Subject Photos
- Executive Summary—Phase I Environmental Assessment
- Environmental Letter from Anderson Geneva
- Appraisal Purchase Order
- Appraiser Qualifications

Defining the Appraisal

Property Appraised	92.38 Acres with Mixed Use Potential Appx. 800 North Mill Road, Vineyard, Utah 84057	
Client/Owner	Utah Valley University (Attn: Val Peterson)	
Appraisers	Don Gurney (5476828-CG00) and Todd Gurney (5487768-CG00)	
Property Interest	Fee simple	
Competency Provision	We have the necessary education and experience to appraise the subject competently. See attached <i>Appraiser Qualifications</i> pages.	
Type and Definition of Value	This appraisal determines the as-is market value of the subject. The market value definition is included later herein.	
Intended Use/User of the Appraisal	This appraisal is to assist the client in ascertaining the value of the subject for possible acquisition purposes. The intended user of the report is the client: Utah Valley University.	
Exposure and Marketing Time	The exposure time is approximately 12 months. The estimated marketing time is also about 12 months.	
Appraisal Dates	Date of Inspection	January 4, 2014
	Date of Report	January 7, 2014
	Effective Appraisal Date	January 4, 2014

Extraordinary Assumptions

The following extraordinary assumptions (continued on the following page) apply in this analysis. These are items we believe to be true but cannot verify. Should any of these assumptions be proven false, then the value conclusions of this report would likely change.

1. The subject site was formerly part of the large Geneva Steel mill operation. Significant environmental contamination occurred on the subject site and other adjoining properties as part of this operation. We have reviewed a Phase I Environmental Site Assessment for the subject property prepared by Earthtec Engineering; the Executive Summary for such is included in the Addendum section of this report. The Phase I Environmental Site Assessment notes that there have been many environmental risks associated with the subject property; however, we understand and assume that many of these risks have been mitigated by the current owner.

Gerald Anderson, the property seller, reports that the subject site has been cleaned up environmentally (with any small remaining work needed to be done prior to closing); this is essentially reiterated in an Environmental Letter from Anderson Geneva also in the Addendum. We assume that this is correct for purposes of this appraisal. We understand that one of the conditions of the pending purchase will be that the seller obtains enforceable written assurances from the Utah Department of Environmental Quality (DEQ) that will eliminate any liability to UVU (the buyer) for previous activities on the property; we assume that such DEQ assurances will indeed be in place very soon.

We are not experts in environmental issues. There are concrete piles on the site that need to be removed, along with some dirt mounds. There are also some foundations for former building improvements on the property. Don Overson, Vineyard Town Engineer, reports that these foundations can likely be left in place when future development occurs (with new structures built on top) because it would not be economically feasible to remove some of them; this strategy has already reportedly been implemented in the case of Mill Road, which was partially built over a former building foundation. We assume that this input is correct. Overson notes, though, that some cuts in the existing building foundations may be needed in order to extend utilities through the subject site if the foundations are not removed. Should a significant amount of additional environmental work be needed at the proposed buyer's expense, the as-is value of this report would likely differ. The future site development costs to the buyer in relation to the concrete/dirt mounds and existing building foundations are anticipated and assumed to be fairly expensive but not excessive in terms of future project viability.

2. We assume that the land size of 92.38 acres shown on the Survey Map is accurate. No legal description was provided for our review; however, we assume that the subject is accurately identified on the Survey Map and the other exhibits of this report.

3. A title report was not provided for our review. We assume that no significant adverse title or easement issues exist. The Survey Map shows a few 40-foot-wide accesses through the subject property, but these don't appear measurably adverse for a property of this large size and type. Mill Road also has easements (for half of the width of the road) at the far east end, but these also are not a detriment to the overall layout of the site.
4. The subject is zoned I-1 Industrial but it is master-planned for commercial and high-density residential uses. Don Overson, Vineyard Town Engineer, reports a potential residential density of up to 30 units per acre at the southwest end of the site and up to 26 units per acre at the southeast end of the site. The north portion of the subject site is intended for future business park uses. Overson reports that Vineyard would likely entertain a rezoning request provided that there weren't any significant environmental concerns; we assume that this is correct.
5. Vineyard Connector, a future traffic corridor, is proposed to be constructed by Utah Department of Transportation (UDOT) along the south boundary of the subject site this summer. Don Overson, Vineyard Town Engineer, reports that there may be some delays due to a railway crossing needed to the east of the subject (close to Geneva Road); however, we understand and assume for purposes of this appraisal that this connector will still likely be in place within the next 8 to 20 months or so.
6. Don Overson of Vineyard reports that Vineyard Redevelopment Agency (RDA) will eventually extend Mill Road along the subject eastern boundary at its own expense; Overson reports that the timing of the construction of this street will likely coincide with plans for new development from nearby property owners. We assume that this is correct.
7. Don Overson of Vineyard reports that public utilities are available in close proximity (including water and sewer right at the southeast corner of the subject property). We assume that this is accurate for purposes of this appraisal.
8. The subject appears to be located in a FEMA Flood Zone X, which is outside the 500-year flood plain with less than 0.2% annual probability of flooding. We assume that this is correct.
9. Utah is a non-disclosure state; in other words, sale prices for property transactions are not made public as in most other states. The sources of comparable information are identified in this report -- both they and the data are considered reliable and have been confirmed whenever possible with at least one party that had direct knowledge of the transaction. When conflicting information was provided, the source deemed most reliable has been used. Data believed to be unreliable has not been included in the report nor used as a basis for the value conclusion.

January 15, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Salt Lake Community College – Sale of Institutional Residence

Issue

Salt Lake Community College has requested authorization to sell the existing institutional residence with the proceeds to be placed in a reserve account for payment of housing allowances for future presidents.

Background

The current institutional residence has served its intended purpose for several decades. For a variety of reasons, however, the residence is now at a point where the College concludes it would be more supportive of the next president and more cost efficient for the College to provide a housing stipend instead. Detail regarding the rationale supporting this conclusion is included in the attached letter from SLCC administration, requesting this authorization. Outgoing SLCC President Cynthia Bioteau has also provided a letter supporting the proposal.

In accordance with Board policy, the home is to be sold at or above the appraised value of the property as determined by a licensed MAI appraiser. Representatives from the College will be at the meeting to respond to questions.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize Salt Lake Community College to proceed with the sale of the institutional residence at a price at or above the appraised value with the proceeds placed in a reserve account for payment of housing allowances for future presidents.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

December 17, 2013

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

Dear Commissioner Buhler:

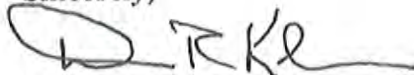
Re: Sale of the Institutional Residence for Salt Lake Community College

Salt Lake Community College and the Salt Lake Community College Board of Trustees request that the State Board of Regents approve the sale of the Salt Lake Community College Institutional Residence located at 2138 West 4620 South adjacent to the Taylorsville Redwood Campus.

The residence was originally built in 1983 by the construction trades division at the College using institutional funds. The residence has served its purpose in providing housing for the College President; however, the residence has been aging rapidly and maintenance issues have increased resulting in costly and frequent repairs that cause considerable inconvenience to those living in the residence. With the ever-increasing costs of repairs, it is strongly recommended that the College sell the residence and provide an allowance to the incoming president as provided in Regent's policy R207. An allowance would be less than the current cost of repairs and upkeep. In addition, recent changes in the demographics of the neighborhood and instances of vandalism have made the home a less than an ideal place to invite community leaders, potential donors and host College functions. President Cynthia Bioteau has also given her support to the recommendation that the College sell the residence (see attached).

An official appraisal will be completed prior to placing the house on the market. The College intends to sell the residence at or above the appraisal value. It is our intent to place the revenues from the sale into a reserve account to be used to pay the housing allowance for future presidents. We request Board of Regent's permission to proceed with the sale of the Institutional Residence.

Sincerely,



Dennis R. Klaus
Vice President of Business Services

Attachment

Memo

To: Dennis Klaus, Vice President, Business Services
From: Dr. Cynthia Bioteau, President *CMB*
Re: Support for Recommendation to Sell Institutional Residence

I wanted to lend my support to the recommendation that SLCC administration encourages the Board of Trustees and State Board of Regents to consider selling the institutional residence. Regent statute R207 allows a college or university to either provide an institutional residence or provide a housing allowance to the president for use in carrying out college duties to include donor cultivation and recognition events, college activities, etc.

The SLCC residence has been aging rapidly and numerous maintenance issues arise without warning, including burst pipes, heating/air conditioning major malfunctions, electrical system repairs, to name but a few. In each case, the repairs are major, costly, unanticipated, and cause great upheaval in the lives of those living at the residence.

Additionally, the neighborhood within which the residence is located has been steadily declining in quality and is no longer conducive to inviting community leaders and potential donors to functions – a key purpose for the residence.

Finally, safety has become of great concern in the last year. Vandalism in the form of graffiti, bullet shots to windows, cut irrigation pipes, etc. have cause increased vigilance on a daily basis.

I believe a set housing allowance would actually be more cost efficient for the college, and more supportive of the next president and the accompanying responsibilities.

January 15, 2014

MEMORANDUM

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

Issue

In compliance with Regents policy, the University of Utah has requested approval of its updated Campus Master Plan which was approved by the Regents in October of 2010.

Background

As noted in the attached letter from the University of Utah, in June of 2010 the University's 25-year Campus Master Plan was awarded the Excellence in Planning Merit Award by the Society for College and University Planning (SCUP). Given the dynamic nature of a major research and teaching university, such a plan is always in a state of development. The University is prepared to present its "Campus Master Plan – 2014" for approval at the Regents meeting.

The details of the updates to the plan to be discussed are summarized in the attached letter from the University. As noted, the presentation can be accessed at the University of Utah Facilities web site at <http://facilities.utah.edu/associate-vp/presentations.php>. University officials will be present to answer questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University's updated campus master plan.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment



Office of the Vice President
for Administrative Services

December 30, 2013

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

Re: University of Utah Campus Master Plan

Dear Mr. Buhler:

The University of Utah's award winning 2008 Campus Master Plan given by the Society for College and University Planning (SCUP), and updated in 2010, has served the University and State of Utah extremely well over the past 5 years.

With the 25-year Campus Master Plan, the University has transformed our 1500-acre, 30,000-student institution not only into an integrated and more functional campus, but one that is also walkable, sustainable, and energized.

As a dynamic and vibrant institution, the University of Utah campus planners continue to work with many campus constituents as the Campus Master Plan continues its evolution. Likewise, the updated Campus Master Plan continues to be shared with our neighbors at Community Forums held throughout the year. The next Community Forum will be January 14, 2014.

The University of Utah requests Board of Regent approval for "Campus Master Plan – 2014," an update to the comprehensive and thoughtful framework for current and future campus development.

The "Campus Master Plan – 2014" update will be presented to the Finance and Facilities Committee at the January 24th meeting. The presentation will include, but not limited to,

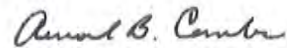
University of Utah
201 South Presidents Circle, Room 209
Salt Lake City, Utah 84112-9012
Office Phone (801) 581-6404
Fax (801) 581-4972

David L. Buhler
December 30, 2013
Page Two

precinct planning for the Health Sciences Center and other focused and broader planning initiatives. These include, either complete or underway, the Bicycle Master Plan, ADA Master Plan, Campus Transportation and Parking Master Plan, Residential Housing Master Plan, an update to the Campus Utilities Infrastructure Master Plan; and, other planning studies. This presentation can be found at the University of Utah's Campus Planning web site located at <http://facilities.utah.edu/campus-planning/master-plan/>.

Thank you for consideration and support of this request.

Sincerely,



Arnold B. Combe
Vice President

Cc: Dr. Gregory L. Stauffer
Ralph Hardy
Michael G. Perez, University of Utah
John McNary, University of Utah

January 15, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Revision of R710, Capital Facilities

Issue

A revision of Policy R710, *Capital Facilities* is attached. The revisions to this policy deal with requirements and guidelines that apply to the acquisition of real property by USHE institutions.

Background

Section 4-5.4, *Acquisition and Disposal of Real Property*, has been updated to include Regent guidelines for the review and consideration for approval of real properties to be acquired by purchase or exchange, or to be accepted as gifts that are designated for ongoing institutional use. The revised policy retains the requirement of an appraisal in instances of real property acquisition by purchase or exchange, and adds new guidelines for all acquisitions as appropriate.

The "guidelines" are intended to provide due-diligence context for evaluation of properties presented for acquisition approval and recognizes that because of diverse circumstances of some properties, application of all of the guidelines in every case may not be required.

Section 4.5.4.3., *Real Property Donated to Institutions Related to Development and Fund Raising Initiatives*, has been added to clarify that acceptance of gifts of real property expected to be sold by the institution is delegated to the institutional presidents within institutional gift acceptance standards and procedures approved by the Boards of Trustees.

Commissioner's Recommendation

The Commissioner recommends approval of these policy revisions.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH/CRW
Attachment

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, September 13, 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.

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 consider for approval- 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 and guidelines will be utilized by the Regents in authorizing the acquisition of real properties: shall be complied with in presenting properties for approval to be acquired by purchase or exchange:~~

4.5.4.1.1. ~~Fair Market Value~~ Required Appraisal – For acquisitions of property by purchase or exchange ~~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.

4.5.4.1.2. Guidelines - The following guidelines will be utilized to the extent reasonably practicable for review and approval of real properties to be acquired by purchase, exchange or to be accepted as gifts designated for ongoing institutional use, regardless of the location of the property. The Board of Regents recognizes that, based on the diverse circumstances of specific properties, application of all these guidelines in every case may not be achievable or required.

4.5.4.1.2.1. Proof of Clear Title – Established by a title report or an owner's policy of title insurance if such title is deemed to be necessary.

4.5.4.1.2.2. Phase I Environmental Assessment or Greater – A Phase I or greater Environmental Assessment may be required by the Regents prior to purchase, exchange, or acceptance of a gifted property when there are questions about the possibility of environmental issues that would materially affect the use of the property.

4.5.4.1.2.3. Code and Requirements Review – Utilized to determine the suitability of a property under all applicable codes and requirements, including any applicable provisions of State law.

4.5.4.1.2.4. Engineering Assessment – For all improved real property valued at \$250,000 or above the institution should obtain an engineering assessment of mechanical systems and structural integrity of improvements located on the property. This need may be waived if an engineering assessment has been performed within the past 12 months or if the land is unimproved. The institution may perform an engineering assessment for real property valued at less than \$250,000.

4.5.4.1.2.5. Past Maintenance and Operational Expenses – Where possible, past maintenance and operational expense histories should be obtained.

4.5.4.1.2.6. Situs, Zoning, and Planning Information – This information should be obtained where applicable or when it is determined to be needed.

4.5.4.1.2.7. Land Survey – An Alta/ACSM Land Title Survey should be obtained unless such a survey has been performed in the prior 12 months.

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 DSCU, \$400,000 for SUU and \$250,000 for Snow and USU-CEU Eastern.

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. Real Property Donated to Institutions Related to Development and Fund Raising Initiatives – Acceptance of gifts of real property expected to be sold by the institution with proceeds to be assigned to designated purposes, or to be used for institutional needs not specified by the donor is delegated to the institutional presidents within institutional gift acceptance standards and procedures approved by the Boards of Trustees.

4.5.4.34. 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.

4.5.4.34.1. 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.

4.5.4.34.2. 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.

4.5.4.45. 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:

4.5.4.45.1. The disposal price cannot exceed \$500,000 for properties disposed of by the UU, USU, WSU, SLCC, UVU and DSGU, \$400,000 for SUU; and \$250,000 for Snow and USU-GEU Eastern.

4.5.4.45.2. 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)

4.5.4.45.3. 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.

4.5.56. 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:

4.5.67. 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:

4.5.67.1. 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.

4.5.67.2. 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.

4.5.78. 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.

4.5.78.1. 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.

4.5.78.2. 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.

4.5.89. 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.

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of R491, University Research Parks

Issue

Policy R491, *University Research Parks* has recently been reviewed by the Office of the Commissioner and USHE institutional representatives; this review is a part of the continuing review of all Regental policies. A result of this review is the recommendation to clarify the roles of the Regents, Trustees, and Presidents of research universities and to more clearly state the purposes, policies, and conditions pertaining to their development and operation. The attached updated policy incorporates some elements of the existing policy. A copy of the policy to be replaced, displayed in strike-thru format, is also included.

Background

The policy language dates back more than a decade. Updated language includes:

- The "Purpose" statement was changed to match the policy revisions.
- A "Definitions" section was added to clarify the concept and purpose of Research Parks.
- A summary of the statutory provisions that specify authorized activities of the University of Utah (U of U) Research Park were added to the policy.
- The policy statements of the remainder of the existing policy were restructured.
- Eliminated the language that describes the space in the initial approval of the Utah State University (USU) Research Park. No such description was included in the existing policy for the U of U Research Park.
- Eliminated the authorizing statement for the USU Research Park. A like statement for U of U was never codified in policy, and including these in policy now seems to be superfluous.
- Changed submission of the Annual Report from the Regents to the Trustees.
- Section 5.1 restricts the location of Research Parks to "confines" of the campuses, unless otherwise approved by the Regents.
- The reference in the existing policy to "active review and discretion" of leases by the Trustees was deleted.

Policy Changes

The proposed amendment to R491 is in compliance with Utah state statutes: Utah Code §53B-17-501, University of Utah Research Park and Utah Code §53B-18-501, Utah State University: Nonprofit Corporations or Foundations.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to policy R491, *University Research Parks*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH/CRW
Attachment

R491, University Research Parks¹

R491-1. 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 Research Parks at Utah's research universities

R491-2. References

- 2.1. Utah Code Title 53B, Chapter 17, Part 5 (University of Utah Research Park)
- 2.2. Utah Code §53B-18-501 (Utah State University: Nonprofit Corporations or Foundations)
- 2.3. Utah Code §53B-2-104 (Institutional Board of Trustees)
- 2.4. Utah Code §53B-2-106 (Duties and Authority of the President)

R491-3 Definitions

3.1 Research Parks are herein defined as master planned property and buildings designed primarily to attract and promote the growth of industrial technology; to foster the economic growth and development of Utah by providing an environment conducive to the interaction of Utah's research universities and industrial companies; and to encourage the transfer of university research and technology to the private sector for the creation of jobs and increase of state revenues.

R491-4 Statutory Authority

4.1 Initial Statutory Authority – In the May of 1969 Special Session of the Legislature the University of Utah was authorized by statute (UCA §53B-17-504) to establish, acquire, develop, maintain, and operate a research park. The statute further authorizes the University:

- 4.1.1. To form nonprofit corporations or foundations to assist the University in achieving its charitable, scientific, literary, and educational objectives.
- 4.1.2. To lease to the nonprofit corporations or foundations land and facilities included in the park and enter into contracts or agreements as necessary for construction, financing, operation, and management of the park.
- 4.1.3. To lease land, buildings, or facilities of the research park through a nonprofit corporation or foundation or to a person or entity engaged in business for profit under guidelines established by the university.
- 4.1.4. To allow a lessee to acquire or construct necessary suitable buildings, facilities, and improvements on the leased property.
- 4.1.5. To finance all or part of the cost of the research park as permitted by law for the financing of self-liquidating projects.

¹ Adopted July 21, 1975, amended February 15, 1985 and March 15, 1985.

4.2. Subsequent Statutory Authority – In the 1988 General Session of the Legislature Utah State University was authorized (UCA§53B-18-501) to form nonprofit corporations or foundations controlled by the president of the university and the State Board of Regents to assist the university in attaining its charitable, scientific, literary, research, and educational objectives.

R491-5 Policy

5.1. Value of Research Parks: The State Board of Regents affirms that it is in the best interests of USHE research universities and the citizens of the State of Utah to establish and operate research and technology parks within the confines of the research university campuses, unless otherwise authorized by the Board, for the purposes of advancing the educational objectives of these universities.

5.2. Delegation of Responsibility: Pursuant to Utah Code §53B-2-104 and §53B-2-106 the Board of Regents delegates to the presidents of the research universities, with the approval of the institutional Boards of Trustees, the development, operation and administration of institutional research parks, and authorizes the use and exercise of all the powers, duties, responsibilities and functions which may be necessary or desirable for their ongoing development, operation and administration.

5.3. Conditions: The development, operation and administration delegated in 5.2 above are subject to the following conditions:

5.3.1. The development and operation of the Research Parks shall be based upon the covenants, conditions and restrictions set forth in documents approved by the institutional Boards of Trustees and on file in the Office of the Commissioner.

5.3.2. The Review Boards described in the covenants, conditions and restrictions governing the Research Parks set forth in documents on file in the Office of the Commissioner shall include at least one member who is not an employee of the research universities.

5.3.3. Any hotel or other overnight accommodations proposed to be constructed within a Research Park shall first be approved by the Board of Regents.

5.3.4. Major funding requirements for development of the Research Parks that are to be financed by institutional revenue bonds or lease-purchase contracts are subject to Board of Regents approval.

5.4. Annual Report: The research universities shall make annual reports to the institutional Boards of Trustees concerning their Research Parks.

Existing Policy to be Deleted

~~R491-1. Purpose: To provide for annual reports from the President of the University of Utah relating to the Research Park and for the development of the Research and Technology Park at Utah State University.~~

~~R491-2. References~~

~~2.1. — Utah Code Title 53B, Chapter 17, Part 5 (University of Utah Research Park)~~

~~2.2. — Utah Code §53B-18-501 (Utah State University: Nonprofit Corporations or Foundations)~~

~~2.3. — Utah Code §53B-2-104 (Institutional Board of Trustees)~~

~~2.4. — Utah Code §53B-2-106 (Duties and Authority of the President)~~

~~R491-3. University of Utah Research Park Annual Reports~~

~~3.1. — Annual Report: The University of Utah shall make annual reports concerning the Research Park, with the understanding that the President of the University of Utah may report at any time at his or her discretion.~~

~~R491-4. Utah State University Research and Technology Park Development~~

~~4.1. — Establish, Develop and Operate Park: It is in the best interests of the Utah State University, and the citizens of the State of Utah, to establish, develop and operate a Research and Technology Park within the confines of the University campus for the purpose of advancing the educational objectives of the University; and~~

~~4.2. — Within Campus Boundaries: The said Research Park consists in its inception of that certain tract of land within the confines of the University campus, consisting of approximately 30 acres, more particularly described in documents on file in the Office of the Commissioner; and that the development and operation of the Research Park proceed upon the covenants, conditions and restrictions set forth in documents on file in the Office of the Commissioner; and~~

~~4.3. — Delegation to President: The State Board of Regents hereby authorizes and approves the establishment of said Research Park as described in these sections, to be developed and operated by the Utah State University, and that pursuant to Utah Code §53B-2-104 and §53B-2-106, the Board of Regents hereby delegates to the President with the approval of the institutional Board of Trustees of Utah State University, and authorizes the use and exercise of all the powers, duties, responsibilities and functions which may be necessary or desirable for the establishment, development, operation and administration of the said Research Park; and~~

~~4.4. — Terms and Conditions: The authorization, approval and delegation contained in sections 4.1, 4.2 and 4.3 are subject to the following terms and conditions:~~

~~4.4.1. — Reports regarding the status of the Research Park shall be submitted annually by the Utah State University to the Board of Regents.~~

~~4.4.2.—The Review Board described in the covenants, conditions and restrictions governing the Research Park set forth in documents on file in the Office of the Commissioner shall include at least one member who is not an employee of Utah State University.~~

~~4.4.3.—Any hotel or other overnight accommodations proposed to be constructed within the Research Park shall first be approved by the Board of Regents.~~

~~4.4.4.—The President and institutional Board of Trustees of Utah State University shall exercise active review and discretion regarding the length of leases, including renewal options, granted to tenants of the Research Park.~~

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Adoption of Revised Policy R587, Contract or Lease Purchase Financing

Issue

The attached Policy R587, *Contract or Lease Purchase Financing* is a **replacement** for the existing R587, *Lease-Purchase Financing* policy and is presented for your consideration and adoption.

Background

The existing policy originally was written to enable institutions to participate in an opportunity to acquire **equipment** with long-term financing provided through a statewide Certificate of Participation program. That initiative has long since disappeared, and the existing policy was recently amended to reflect that fact.

Though the existing policy was never structured to do so, over the years, it has, on occasion, been cited as the governing authority in approving lease-purchase financing for **facilities**. The Regents are authorized by statute (UCA §53-21-108) to use this method of financing, instead of revenue bonds, to acquire facilities in some circumstances. The new policy provides procedures and guidance to be used by the Regents and USHE institutions in instances where this financing method is determined to be appropriate.

Because this type of long-term financing is closely akin to revenue bond financing, much of the procedural information included in this policy reflects related requirements and procedures found in R590, Issuance of Revenue Bonds for Facilities Construction or Equipment.

Approval of the contracts to finance "energy savings agreement" projects under the State Building Energy Efficiency program has also been included in this policy. These projects are developed by institutions working with the DFCM Energy Manager and are ultimately approved by the Office of the Governor. This approval, however, does not include approval of a financial agreement with a third party (ESCO or other financing entity).

Finally, a copy of the existing policy, which this new policy will replace, is attached. It deals only with lease-purchase financing for equipment, and while the statute that authorizes the Regents to use lease/purchase financing makes mention of equipment, it does so only in the context of "including necessary equipment, furnishings, and land" that are part of a facilities project. The proposed policy covers this with a one

sentence statement included at the end of the new policy; one that affirms that equipment purchases are under the purview of institutional policies and procedures approved by institutional Boards of Trustees

Commissioner's Recommendation

The Commissioner recommends that the Regents adopt this replacement policy.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH/CRW
Attachment

R587, Contract or Lease-Purchase Financing¹

R587-1. Purpose: To provide policy and procedural guidelines for the issuance of contract and lease-purchase financing within USHE for facilities construction/acquisition or major equipment purchases.

R587-2. References

- 2.1. Utah Code §53B-1-103 Establishment of State Board of Regents – Powers and authority
- 2.2. Utah Code §53B-20-103 Powers of the state board – Capital Facilities projects - Exceptions
- 2.3. Utah Code §53B-21-108 Financing project by contract or lease agreement instead of by bond issue.
- 2.4. Utah Code §63A-5-701 State Building Energy Efficiency Program
- 2.5. Utah Code §63B-1-301 to 321 State Building Ownership Act (SBOA)
- 2.5. Policy and Procedures R590, Issuance of Revenue Bonds for Facilities Construction or Equipment
- 2.6. Policy and Procedures R710, Capital Facilities
- 2.7. Policies and Procedures R712, Nontraditional Arrangements for Development of Facilities on Campuses

R587-3. Definitions

- 3.1. Lease-purchase Financing – A financing method for acquisition of capital facilities assets, major equipment items (tangible assets), and computer software (intangible assets) that amortizes the cost of the asset over a specified time period, at the conclusion of which the asset vests in the lessee.
- 3.2. Capital or Finance Lease – A lease agreement in which the lessor agrees to transfer ownership rights of the asset to the lessee after the completion of the lease period
- 3.3. Operating Lease – A contract that allows for the use of an asset, but does not convey rights of ownership unless a purchase option is available and exercised.
- 3.4. Direct Financing – The private placement of financing with a leasing company or bank to finance the cost of the asset and lease it to the institution.
- 3.5. Certificates of Participation - Arrangement of financing through the public sale of certificates of participation (COPs) where the certificate holders own a pro rata share in a specific pledged revenue stream (usually lease payments by the issuer) and essentially become the lessors.

¹ Approved May 15, 1984, amended May 17, 2013.

3.6. Leasehold Revenue Bonds – Financing of capital assets through the sale of bonds secured by lease payments (“lease revenue bonds”). This method requires that the property and/or equipment be purchased by a not-for-profit corporation or governmental agency. The not-for-profit corporation or governmental agency issues bonds secured by the lease and serves as lessor of the property. This form of financing is used by the State Building Ownership Authority (SBOA) – see Utah Code §63B-1-301 to 321.

3.7. Energy Service Agreement – A contractual agreement entered into whereby the institution implements energy efficiency measures using the stream of savings in utility costs resulting from implementation of the energy efficiency measures as the funding source for repayment.

R587-4. Policy – Acquisition of Facilities

4.1. Pursuant to Utah Code §53B-21-108 the Board may authorize institutions to acquire facilities using contracts and lease-purchase agreements instead of by revenue bond issue whenever it determines it to be advisable, subject to the following conditions:

4.1.1. Feasibility Study - Careful analysis of the feasibility of alternative financing methods (e.g., lease-purchase vs. revenue bonding) should be made of projected revenues, expenses, and other relevant factors to establish that the lease purchase option is the preferred method for financing a facilities project.

4.1.2. Term of the Lease – A contract or lease-purchase agreement may not to exceed 40 years.

4.1.3. Approval of Plans, Specifications, and Cost Estimates – For facilities to be constructed by a third party for ownership by the institution by means of contract or lease-purchase agreement, plans and specifications detailing the scope of and cost estimates for the project must be submitted to the Board of Regents for approval prior to execution of the agreement.

4.1.4. Quality Control – Adequate provisions are to be included in the contractual agreement to ensure that the design and construction of the facilities conform to standards stipulated by the institution and that there is compliance with applicable state or local construction codes.

4.1.5. Sources of Funding – Except for energy efficiency agreements for projects qualifying under the State Building Energy Efficiency Program (Utah Code §63A-5-701) funding for contract or lease payments to amortize the project cost are to come from institutional revenues not a part of the institutions appropriated budget.

4.1.6. Ultimate Ownership of the Facility – The agreement shall specify that when all lease installments have been paid in full as to both principal and interest the ownership of the facility shall vest in the institution.

4.2. Availability of the Office of the Commissioner of Higher Education for Assistance: When requested by the institution, the Office of the Commissioner of Higher Education shall assist in the development of institutional contract and lease-purchase financing proposals for construction or acquisition of facilities. At the discretion of institution officials, institutions may proceed independently to develop contract and lease-purchase financing proposals for facilities construction or acquisition provided the proposals are developed in accordance with Regent policies R220, R710 and applicable procedures contained in this policy.

4.3. Procedural Requirements for Institutions Entering into Contract and Lease-purchase Agreements: Approval for acquisition of facilities through contract and lease-purchase agreements, including energy service agreements, are subject to the following procedural requirements:

4.3.1. Obtain Board approval in concept for 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.

4.3.2. Obtain Board approval to seek contract or lease-purchase financing for the construction project or facility acquisition through the Finance and Facilities Committee of the Board, providing a description of the project and an initial plan for payment. When scheduling permits, approval to seek financing shall be obtained prior to the steps set forth in 4.3.3. When scheduling requirements are urgent, steps set forth in 4.3.3 may be initiated prior to obtaining Board approval to seek financing.

4.3.3. Obtain outside professional advice (e.g., appointment of legal counsel by the Attorney General, selection of a financial advisor, etc.) as needed.

4.3.4. Obtain Board authorization through the Finance and Facilities Committee for issuance of the contract or lease-purchase agreement. The final agreement shall be reviewed by the Office of the Attorney General to ascertain that the specific proposal complies with current applicable law. The institution shall submit to the Board current plans for payment and up-to-date financial feasibility analysis with the proposed authorizing resolution. When possible, the contract or lease-purchase agreement, related documentation, and financial feasibility data shall be submitted to the Office of the Commissioner of Higher Education for review at least 15 days prior to Board consideration for approval.

4.4. Procurement of Financial Services: Institutional procurement of all financial services relating to financing issues shall be made in compliance with Utah Code §63G-6, Utah Procurement Code.

4.5. Responsibility of the Office of the Commissioner of Higher Education to Review Documentation: Prior to Board consideration of any lease-purchase agreement the Office of the Commissioner of Higher Education shall review the applicable contract or lease-purchase documentation and evaluate up-to-date financial data relating to the financial feasibility of the proposed financial agreement in order to be available to address any financial concerns the Board may have.

4.6. Submission of an Annual Report of Long-term Contract and Lease-purchase Debt. The Office of the Commissioner of Higher Education shall include information about each applicable contract and lease purchase agreement in the annual bonded indebtedness report submitted to the Board which summarizes institutional and system long-term indebtedness (see R590-3.7)

R587.5 Policy – Capital and Operating Lease Financing of Major Equipment Items: Acquisition of major equipment items (tangible assets) and computer software (intangible assets) using capitalized and operating leases must conform to established institutional policies and procedures approved by institutional Boards of Trustees and must be accounted for in compliance with generally accepted accounting principles.

EXISTING POLICY

~~R587-1. Purpose: To authorize the Commissioner to approve specific acquisitions of equipment on a lease-purchase basis.~~

~~R587-2. References~~

~~2.1. Utah Code §53B-1-103~~

~~R587-3. Policy~~

~~3.1. Commissioner's approval: Lease-purchase acquisitions requiring the Commissioner's approval are limited to those which are substantial in nature.~~

~~3.2. Authorized debt service costs paid from appropriated funds: To the extent that debt service costs for lease-purchase acquisitions are to be paid by an institution from appropriated funds, the cumulative commitment of annual payments during any fiscal year from such funds, for these and any previous equipment purchases, shall not exceed 50 percent of the budgeted funds for equipment in the relevant line items, respectively, for that institution during that fiscal year.~~

~~3.4. Debt service costs paid from non-appropriated funds: To the extent that debt service costs for such acquisitions are to be paid by an institution from non-appropriated funds, the cumulative commitment of such funds for these and any previous equipment purchases to be paid from the same source will be shown, by an economic feasibility study, to be prudent and reasonable in relation to budgeted equipment funds from that source.~~

~~3.5. Future acquisitions: Future equipment acquisitions by an institution on a lease-purchase or other similar basis involving debt service payments covering more than one year may not exceed the limitations stated in paragraphs 3.3 and 3.4 unless previously authorized by the Board of Regents or the Legislature.~~

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of R207, Institutional Residences for Colleges and Universities in the Utah System of Higher Education

Issue

The policy revision to R207, *Institutional Residences for Colleges and Universities in the Utah System of Higher Education* amends the policy to allow the Regents to augment the previously delegated authority by which institutional Boards of Trustees can approve and oversee the remodeling of existing institutional residences when certain specific conditions are met. The amended policy also provides language clarifying budget reporting requirements related to institutional residences.

Background

The draft policy revisions to R207, *Institutional Residences for Colleges and Universities in the Utah System of Higher Education* include:

- Shortening and simplifying the "Purpose" statement.
- The Construction, Purchase, and Remodeling section (3.3) has been modified to replace "remodeling" with the more descriptive "capital enhancement" term.
- Section 3.3.1. has been updated to allow for an augmented delegation of Regents' authority to Boards of Trustees for capital enhancements (boosted to \$200,000), subject to other applicable state approval processes. It also eliminates the language limiting expansion of the square footage of the home so as "to not exceed 10% of the existing footprint."
- Finally, institutional reporting requirements are clarified in section 3.6; the reports go to the Regents as information items rather than as action items.

Policy Changes

The proposed amendments to R207 are in compliance with Utah state statutes: Utah Code §63A-5-206, Construction, alteration, and repair of state facilities.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve R207, *Institutional Residences for Colleges and Universities in the Utah System of Higher Education*, effective immediately.

David L Buhler
Commissioner of Higher Education

DLB/GLS/WRH/CRW
Attachment

R207, Institutional Residences for Colleges and Universities in the Utah System of Higher Education¹

R207-1. Purpose: To provide for a designated institutional residence for each college and university, on or near the respective campuses, appropriate for the functions of the presidential office and the residential requirements of the presidents. The duties of a president require residence on or near the campus so as to permit personal hosting of activities and events and involvement in administrative problems requiring personal and immediate attention.

~~Moreover, the scope of activities is such as to preclude the personal performance of routine repair and maintenance of a residence which may necessarily be larger than the president's private needs require.~~ Provision and maintenance of institutional residences serves the best interests of the institutions, ~~is a convenience to~~ protects the assets of the Utah System of Higher Education, and reflects generally accepted practice throughout American higher education.

R207-2. References

- 2.1. Utah Code §53B-2-102, Board to Appoint President of Each Institution
- 2.2. Policy and Procedures R205, Presidential Appointment, Term of Office, and Compensation and Benefits

R207-3. Policy

3.1. Functions of an Official Institutional Residence: The Board of Regents shall designate an official institutional residence for each college and university, located on or near the campus, owned and maintained by the institution, and occupied by the President as a condition of employment. Such a residence is considered an institutional resource to be used for the convenience and benefit of the institution. The institutional residence is used by the President as an important extension of the campus in performing the functions of the presidential office. It will be the President's official residence and be used substantially for work-related purposes, both administrative and social. The institutional residence serves as a vital center of social activity important to institutional advancement, where receptions for faculty, staff, students, and guests are held, and where influential visitors, lecturers, performers, potential donors, and others may be hosted.

3.2. Criteria for Designation of Institutional Residences

3.2.1. The Board of Regents, in designating an official institutional residence, shall take into account the type of institution (research university, baccalaureate/masters degree granting institution college, or community college), living standards and cost of housing in the community, ability to meet the president's needs for campus related activities, accessibility to the campus, suitability for family needs, estimated cost or market value, and other appropriate factors.

3.2.2. A report summarizing the facts as to the adequacy and appropriateness of the residence on these points shall be prepared by the Commissioner in consultation with the President, the Chairman of the institutional Board of Trustees, and the Chairman of the Board of Regents. The report will be submitted to both the institutional Board of Trustees and the Board of Regents for

¹ Adopted April 22, 1975; amended June 28, 1979, April 20, 1982, May 15, 1984, and July 17, 1984, replaced February 26, 1988, amended March 25, 1988, August 19, 2005, July 17, 2009 and March 29, 2013.

approval. If approved, the report will be filed in the Office of the Commissioner as evidence of official designation.

3.3. Initial Construction, Purchase, and Remodeling Capital Enhancement: Except as authorized in section 3.3.1 below, ~~¶~~ the costs of initial construction, purchase, and capital enhancement major remodeling, landscaping, and improvements of existing and future institutional residences must have the prior recommendation of the institutional Boards of Trustees and approval of the Board of Regents. Such costs will be financed from sources other than state-appropriated funds unless otherwise specifically authorized by the Board of Regents.

3.3.1 The Regents delegate authority to the institutional Boards of Trustees to approve and oversee the remodeling capital enhancement of existing institutional residences ~~to accommodate the needs resulting from changes in presidents,~~ when the following specific conditions are met:

3.3.1.1. ~~The total cost of improvements and remodeling is governed by Utah Code §63A-5-206, Construction, alteration, and repair of state facilities~~ the capital enhancement project does not exceed \$200,000. The project remains subject to other applicable state approval processes.

3.3.1.2. No state-appropriated funds may be used in the ~~improvements and remodeling capital enhancements.~~

3.3.1.3. ~~Improvements and remodeling~~ Capital enhancement of institutional residences should ~~primarily~~ enhance the purpose of the residence as a campus resource ~~and benefit and also~~ as well as meet the familial needs of the president.

3.3.1.4. ~~Expansion of the square footage of the home may not exceed 10% of the existing footprint and must be consistent with existing architectural features of the home.~~ Institutions engaging in capital enhancement of institutional residences using this delegated authority are required to report, at the next regularly scheduled meeting of the Board of Regents, the amount of the bid accepted and a summary of the work to be performed.

3.4. Selling of a Current Institutional Residence: Should the Regents determine that an institutional residence is no longer adequate or suitable to meet the needs of the institution, appropriate appraisals may be obtained, sufficient advertising and bid time allowed, and the residence sold. Revenue from the sale will be applied as designated and approved by the Board of Regents.

3.5. Costs of Maintaining Institutional Residences

3.5.1. Maintenance costs, including utilities, routine care of the residence and grounds, equipment replacement, repairs and improvements, will be borne by the institution. The utility costs covered by this policy include fuel, power, water, sewer, garbage, internet service, cable or satellite television, basic telephone service, and long distance telephone service for institutional purposes. ~~Each president shall be responsible for the costs of personal long distance telephone service, cable television, and any other personal telecommunications service.~~

3.5.2. Domestic assistance serving institutional purposes may be provided as appropriate, and as set forth and approved in the budget in 3.6.

3.5.3. With the approval of the institutional Board of Trustees, furnishings and equipment of a type serving primarily institutionally-related functions of the residence may be provided by the institution and shall remain on the property inventory of the institution.

3.5.4. Fire and liability insurance shall be carried on all institutional residences and property, with the costs being borne by the institutions. Insurance costs on personal belongings shall be paid for by the presidents.

3.6. **Budget Report Approval by to the Board of Regents:** On or before September 15 of each year, the President of each institution shall file submit to the Office of the Commissioner of Higher Education a report summarizing the current fiscal year budgeted expenditures approved by with the Chairman of the institutional Boards of Trustees and the Commissioner of Higher Education a budget for the institutional residences, detailing estimated budgeted expenditures for maintenance costs, custodial and domestic assistance, and insurance, as provided in 3.5. ~~The budget will include a detailed report comparing the This report to be submitted to the Commissioner and to be shared with the Board of Regents as an information item will also include~~ the previous year's actual expenditures along with the budget approved for that year. ~~The Commissioner shall submit the budget to the Board of Regents for approval.~~

~~3.7. — Equitable Adjustments for Full Compliance with the Policy: The Board of Regents shall oversee the equitable adjustments necessary to bring about full compliance with this policy.~~

3.8-3.7 Exceptions to Policy: The provisions of this policy shall not apply to the Commissioner of Higher Education. The Board of Regents may provide an equitable housing allowance, or make other equitable and appropriate arrangements, to accommodate the residential housing requirements of the Commissioner or institutional Presidents.

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of R550, Auxiliary Enterprises Operation and Accountability

Issue

Policy R550, *Auxiliary Enterprises Operation and Accountability* has recently been reviewed by the Office of the Commissioner and USHE institutional representatives; this examination a part of the continuing effort to appraise the currency of all Regental policies. A result of this review is the recommendation to update the auxiliary enterprises listed in the policy, update the code references and institutional name changes, and to more clearly cross-reference the policy with R555 *Providing Facilities, Goods and Services in Competition with Private Enterprise*.

Policy Changes

The proposed amendment to R550 is in compliance with Utah state statutes: Utah Code §53B-6-102, Standardized Systems Prescribed by the Board and Utah Code §53B-7-101, Each Institution Handles Its Own Financial Affairs Under the General Supervision of the Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to policy R550, *Auxiliary Enterprises Operation and Accountability*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/DAM/CRW
Attachment

R550, Auxiliary Enterprises Operation and Accountability¹

R550-1. Purpose: To provide for institutional operation of auxiliary enterprises, identification of activities operated as auxiliary enterprises at each institution, and reporting and accountability requirements for such auxiliary enterprises.

R550-2. References

- 2.1. Utah Code §53B-6-102 (Standardized Systems Prescribed by the Board)
- 2.2. Utah Code §53B-7-101(910) (Each Institution Handles [Its Own](#) Financial Affairs Under [the](#) General Supervision of the Board)
- 2.3. Policy and Procedures R555, Providing Facilities, Goods and Services in Competition with Private Enterprise.

R550-3. Definitions

- 3.1. **Auxiliary Enterprises:** Business enterprises or other support activities (as distinguished from primary programs of instruction, research, and public service, and from organized activities and intercollegiate athletics) the primary purpose of which is to provide specified services to students, faculty, staff or guests of the institution. All housing, food service, and college store activities in any institution are to be classified and managed as auxiliary enterprises. Other activities which serve primarily individuals (as distinguished from internal departments of the institution) and operate on an essentially self-supporting basis, also should be classified and managed as auxiliary enterprises.
- 3.2. **Essentially Self-Supporting:** Means receiving revenues (fees for services, sales, dedicated general fees, contributions, and investment income) to cover all or most of the direct and indirect operating expenses, assignable indirect costs, debt service and capital expenditures for the activity.

R550-4. General Policy

- 4.1. **Support to Education, Research and Public Service:** Auxiliary enterprises are operated as essential elements in support of the education, research and public service programs of the institutions. They are to be operated at a level of quality sufficient to support the objectives of the primary programs. Direct charges for services are to be sufficient to enable the auxiliary enterprises to operate on an essentially self-supporting basis whenever possible. Services provided by auxiliary enterprises may be incidentally available to members of the general public but are not to be marketed to the general public or outside organizations [unless those services qualify as an exception under section 4 of the Regents policy R555, Providing Facilities, Goods and Services in Competition with Private Enterprise](#). All auxiliary enterprise organizations are required to comply with ~~Policy R555, which regulates provision of facilities, goods and services which might be in competition with private enterprise~~.
- 4.2. **Limitations of R555:** The Board recognizes that Policy R555 limits the ability of institutional auxiliary enterprises such as [campus book](#)-stores and food services to generate revenue from outside sources and therefore maximize revenues or to minimize charges to institutional users. In recognition of this limitation, institutions which cannot reach a total self-support level for designated auxiliary enterprise

¹ Adopted November 14, 1986; amended January 24, 1997 and March 18, 2005.

activities are permitted to provide subsidies from institutional discretionary funds or, if necessary, from other education and general funds, subject to the accounting requirements set forth below.

R550-5. Designation of Activities to be Operated as Auxiliary Enterprises

5.1. Criteria for Designation: In addition to the core activities of housing, food services, and college or university stores, institutions should propose for designation as auxiliary enterprises any other activities which meet the definitions provided above. However, the fact that an organized activity receives significant direct income is not in itself a reason for auxiliary enterprises designation unless the activity also serves primarily students, faculty, or staff members.

5.2. Designated Auxiliary Enterprises, by Institution: In some instances, auxiliary enterprises may have been outsourced to private companies. For the purpose of this policy, the outsourced enterprises are included as well.

University of Utah

Campus Store(s) ~~Bookstore~~

Food Services

Contract Administration

Housing and Residential Education, and ~~(Residence Halls and~~ University Student Apartments)

Student Center (A. Ray Olpin University Union)

~~Golf Course~~

University Guesthouse

Commuter Services (Parking and ~~Campus~~ Transportation ~~Services~~)

Jon M. Huntsman Center (Special Events Center)

Rice Eccles Stadium

Student Health Services

Student Life Center

Utah State University

Campus Store(s) ~~Bookstore~~

Student Health Services

Housing

Parking Terrace

Food Services

University Inn and Conference ~~Residence~~ Center

Student Center

Weber State University

Campus Store(s) ~~Bookstore~~

Student Center

Food Services

Housing

Student Health Services

Southern Utah University

Campus Store(s) ~~Bookstore~~

Student Center

Food Services

Housing

Snow College

[Campus Store\(s\)](#) [Bookstore](#)

Student Center

[Sevier Valley Center](#)

Food Services

Housing

Dixie State University College

[Campus Store\(s\)](#) [Bookstore](#)

Student Center

Food Services

Housing

College of Eastern Utah

~~Bookstore-Student Center~~

~~Food Services-Housing~~

Utah Valley State College-University

[Campus Store\(s\)](#) [Bookstore](#)

Student Center

Food Services

[Student Life and Wellness Center](#)

Salt Lake Community College

[Campus Store\(s\)](#) [Bookstore](#)

Student Center

Food Services

R550-6. Principles of Operation

6.1. Management: Except as may be in conflict with any provisions of this policy, institutional auxiliary enterprises are to be operated in accordance with overall management principles set forth in Chapter 3.2 of College and University Business Administration (National Association of College and University Business Officers, Washington, D.C., 1982). Institutions are expected to employ professional management for their auxiliary enterprise activities, and to provide administrative, accounting and financial management oversight of each auxiliary enterprise, through one or more senior officers designated by the President.

6.2. Working Capital: In order to render adequate service, auxiliary enterprises should have a solid financial base that includes sufficient reserves. Each auxiliary enterprise which involves sale of goods and services should have adequate working capital to support accounts receivable and necessary inventories of goods and supplies. (Where this policy conflicts with existing bond covenants, the bond covenants shall prevail.) Renewal and replacement funds for all auxiliary enterprises should be accumulated in amounts sufficient to provide for major equipment repair and replacement as well as refurbishment, renewal and replacement of physical facilities. Auxiliary enterprises are not, however, expected to accumulate fund balances in excess of requirements for working capital, renewals and replacements, and debt service. Subsidies from outside funds and then charges to users should be adjusted downward if an enterprise produces revenues in excess of this requirement.

6.3. Physical Plant Operations and Financial Accounting Services: Auxiliary enterprises budgets are to include costs of physical plant operations and accounting services directly chargeable to their operations. The cost of these support services may either be budgeted directly in the operations of the

auxiliary enterprises, or budgeted as payments to the education and general departments or service enterprises providing the support services.

6.4. Charges for Other Indirect Costs: In addition to direct charges for support costs, under 6.3, auxiliary enterprises are to be charged for an appropriate share of other administrative support costs of the institution.

6.5. Level of Prices and Charges: Appropriate fees shall be charged to users of the auxiliary enterprises, including academic or administrative departments. To the extent reasonably possible, selling prices, rents, fees, admissions and other charges by each auxiliary enterprise are to be set at a level adequate to support the operating and reserve requirements of the enterprise.

R550-7. Accounting and Audit Requirements

7.1. Accounting Requirements: Each auxiliary enterprise is to use accounting systems appropriate to the type of business of program operated. Accounts for each auxiliary enterprises are to include all revenues, expenditures, and transfers relating to the enterprise, including interest on loans from other institutional or outside sources and expenditures or indirect charges for operation and maintenance of physical plant and financial accounting services and for other administrative support costs. Mandatory and non mandatory transfers out are to be specifically identified, as are all loans and all transfers in from other auxiliary enterprises and from institutional discretionary funds, other education and general funds, or other funds of the institution.

7.2. Auxiliary Enterprises Reports in the Annual Budget Process: A report of auxiliary enterprises operations, covering the completed actual year and the current budget year, is to be provided annually by each institution, as part of the regular Board of Regents budget process. The report, on forms or in a format provided by the Commissioner, is to include as a minimum, for each designated auxiliary enterprise and for the institutional auxiliary enterprises in total, the following information: (1) appropriate detail on revenues (e.g., sales and services, student fees, other income) and expenditures (e.g., costs of goods sold, direct operating expenses, charges for indirect costs); (2) identification of each specific source and amount of transfers in; (3) identification of each specific amount and recipient of transfers out; and (4) Details of any outstanding loans other than bonded indebtedness. (Bonded indebtedness is disclosed in the institution's audited financial statements.)

7.3. Audits of Auxiliary Enterprises: Internal audits of all auxiliary enterprises are to be made at appropriate intervals, as determined by the Board of Trustees and institutional administrators. Each institution's chief executive officer shall arrange for these audits, conducted by either the resident auditors or the Regents' audit staff. Each audit report will include the auditor's opinion regarding: (1) fairness of presentation of the most recent annual reports, in accordance with generally accepted auditing standards for reporting on prescribed format statements; and (2) the institution's compliance with this policy.

7.4. Annual Review of Financial Condition of Auxiliary Enterprises: The Associate Commissioner for Budget and Finance will prepare an analysis of the financial condition of auxiliary enterprises at each institution prior to January of each year, using reports submitted in the annual budget process pursuant to paragraph 7.2. The report will be submitted for review by the Finance and Facilities Committee, which may direct follow-up action and reports in any case where the financial condition of individual auxiliary enterprises, or institutional auxiliary enterprises in total, is not satisfactory.

R550-8. Oversight by institutional Board of Trustees

8.1. Review Reports and Audits, Monitor Services: The institutional Board of Trustees of each institution is responsible to review the institution's auxiliary enterprises annual reports prepared pursuant to Section 7.2, and periodic internal audits prepared pursuant to Section 7.3. The institutional boards of trustees also are responsible for monitoring both management of and quality of services provided by the institution's auxiliary enterprises.

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of R555, Competition with Private Sector Policy Revisions

Issue

At the November Regents meeting, proposed policy language changes to R555, *Providing Facilities, Goods and Services in Competition with Private Enterprise* were presented and discussed. These changes were in response to recommendations made in the Legislative Audit of Higher Education's Competition with the Private Sector. The recommendations included:

1. We recommend that the Board of Regents update policy R555, Providing Facilities, Goods and services in Competition with Private Enterprise.
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.

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 implement them moving forward.

The revised policy, as presented in the November Regents meeting, was carefully crafted to strike the proper balance in addressing: 1) the concerns raised by the Legislative audit, 2) ensuring institutions have enough flexibility that they might successfully operate auxiliary enterprise services which help support their core functions, and 3) to do so without creating an unfair advantage over the private sector.

Once an updated policy is approved, the Board of Regents role in enforcing the policy will include monitoring compliance through institutional policy creation and grievance procedure requirements (section 4.6.), along with a method by which institutions can request an "exception" to R555 (section 4.5).

Key Provisions

As pointed out in the audit and discussed during the November Regents meeting, there is a need to update policy R555, providing both better guidance and oversight of the affected activities. The key provisions addressed in R555's rewrite include:



- 1) Adding prospective students and alumni to the definition of campus community, and adding a definition of "non-academic self-support services".
- 2) Addressing competition in the private sector and providing reasonable yet limited exceptions for when institutional auxiliary services may advertise goods and services to the general public.
- 3) Requiring institutions to establish policies regarding competition with the private sector consistent with Regent policy.
- 4) Directing institutions, via Regents policy, to establish an institutional grievance process for resolution of complaints filed by a business regarding perceived competition.
- 5) Enforcement of exceptions to R555.

Process to Date

The Finance & Facilities Committee received an update at the September Regents meeting, informing committee members of the internal System discussions taking place to address the issues and craft appropriate policy language. At the November Regents meeting, a draft policy was brought forward for Regent discussion and input. With feedback received, the draft revision of R555, addressing the provisions referenced above, is now before you for action and adoption.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to policy R555, *Competition with the Private Sector*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/DAM/CRW
Attachment

R555, Providing Facilities, Goods and Services in Competition with Private Enterprise¹

R555-1. Purpose: To establish policy and guidelines for institutions on public colleges and universities providing facilities, goods and services in competition with the private sector. The following policy shall apply to all non-academic, self-support services.

R555-2. References

- 2.1. Utah Code §53B-7-101(10) (Each Institution Handles Its Own Financial Affairs Under the General Supervision of the Board)
- 2.2. Policy and Procedures ~~R510~~ R550, Auxiliary Enterprises Operation and Accountability

R555-3. Definitions

- 3.1. **"Institutions"**: colleges and universities which are part of the Utah System of Higher Education.
- 3.2. **"Campus Community"**: an institution's prospective students, students, faculty, staff, alumni and campus guests.
- 3.3. **"Institutional Services"**: an institution's facilities, goods, and services.
- 3.4. **"Non-academic Self-support Services"**: services that are complementary to an institution's teaching, research, and public service functions and are funded through the service's own activities or by charging a fee directly related to the costs of providing the goods or services.

R555-4. Policy: Institutions shall not sell or provide services to their campus community or to the general public except as set forth below.

- 4.1. **Services Necessary for the Education of Students or Basic Research:** Institutions are expected to provide their campus communities appropriate services which are necessary for the education of students, or the performance of basic research in accordance with the institution's mission as established by the Utah State Board of Regents. This responsibility includes, but is not limited to, instructional, research, and public service programs; libraries; computing programs; and other academic support services.
- 4.2. **Educationally Related Activities:** Institutions may provide other services to their campus communities even though such services are practically available elsewhere providing that the services satisfy reasonable educationally related needs of the campus community, e.g. campus newspapers, campus store(s), campus dining facilities, student housing, etc. ~~and provided such services are not advertised to the general public and are not generally provided to persons who are not members of the campus community.~~

4.2.1 Institutions may advertise institutional services to the campus community.

¹ Adopted November 14, 1986, amended January 24, 1997.

4.2.2. Institutions may advertise or share information with the general public via an institution's webpage, the internet, social media, and e-mail.

4.2.3. Except as is necessary to meet the purposes of services listed in section 4.3, institutional services may not otherwise be advertised to the general public.

4.3. Services to Persons Other Than Members of the Campus Community: An institution shall not provide services to persons other than members of the campus community unless:

4.3.1. The service offers a substantial and valuable educational or research experience for registered students and faculty;

4.3.2. The service fulfills the institution's public service mission;

4.3.3. The service is incidental to the ordinary and authorized function of a campus entity, i.e., occasional sales by bookstores, food service, etc., to campus visitors;

4.3.4. The service consists of recreational, cultural, and athletic events; health services and medical treatment; public service radio and TV broadcasting; events or functions which have as their principal purposes the improvement of relations between the institutions and the general public; and sales of contributed services, if related to fund raising activities;

4.3.5. The equivalent service is not available in the local area; or

4.3.6. The service to persons not members of the campus community has been specifically authorized by the State Board of Regents.

4.4. Private Enterprise on Campus: Private enterprise entities which operate service or auxiliary units on a campus under contract with an institution are subject to this policy.

4.5. Exceptions Authorized by State Board of Regents: An institution may submit a proposal to the State Board of Regents requesting an exception to policy R555. Exceptions to this policy may be authorized if the Board determines, upon consideration and weighing of the various interests and public policies pertinent to providing the facilities, goods or services in competition with private enterprise, that the public interest favoring an exception outweighs the interest favoring denial of an exception.

4.6. Monitoring Institutional Services Which May Compete with Private Enterprise: Where an institution claims to provide services to persons other than members of the campus community in accordance with Sections 4.3. of this policy, the Board of Regents requires that the institution comply with the following requirements:

4.6.1. Each institution must establish a written policy regarding competition with private enterprise. This policy shall include the following provisions: (1) a requirement that the institution's provision of facilities, goods and services to persons other than members of the campus community complies with Policy R555; and (2) a description of the institution's grievance process, which must meet the requirements described in Section 4.7. The policy must designate an individual within the institution to whom complaints should be addressed. The policy must be accessible via the institution's website.

4.7. Grievance Review Procedures: In the event that the provision of a good or service by a higher education institution is perceived to be in competition with a privately owned business, that business shall be provided the opportunity for a hearing of such a complaint according to the following guidelines:

4.7.1. Each institution must establish a grievance hearing process as well as a first point of contact for that hearing process.

4.7.2. If resolution is not reached as a result of the institutional grievance hearing process, appeal may be made to the Board of Trustees of the institution.

January 15, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Approving Resolution: UHEAA Student Loan Financing

Issue

Board of Regents adoption of an approving resolution for the issuance of student loan revenue bonds for the purpose of acquiring a portfolio of student loans originated under the Federal Family Education Loan Program (FFELP).

Background

Purchase of this FFELP portfolio will further enhance UHEAA's financial position and operations through the discounted purchase price and economies of scale in the servicing and management functions. The agreed upon purchase price of this portfolio is 99.25%. The purchase is contingent upon approval by the Board of Regents and the closing of the related financing.

The primary benefits of the proposed transaction are:

- Spreads the operational costs of UHEAA's student loan servicing operation across an additional \$208 million in FFELP loans, generating approximately \$8 million (on a net present value basis) of additional student loan servicing fees with minimal expansion of the existing servicing staff.
- Improves the gross spread of a Floating Rate Note (FRN) refinancing of the Series 2011A portfolio by approximately 0.16%, and enhances the viability of that refinancing by increasing the issue size to a level that will be more attractive to the major student loan FRN investors which will improve pricing.

The Student Finance Subcommittee has reviewed the proposed transaction and recommends Board of Regents approval of the Approving Resolution for issuance of the 2014A Bonds.

Proposed Structure

It is proposed that the student loan bonds be issued under the Board's existing 2011 Trust Indenture dated as of September 1, 2011 as follows:

	<u>Proposed Amount</u>	<u>Interest Mode</u>	<u>Tax Status</u>	<u>Credit Support</u>	<u>Final Maturity</u>
Series 2014A	\$ 214,780,000	Weekly	Taxable	LOC	12/1/2049

Proposed Not To Exceed Parameters

	<u>Not To Exceed Parameters</u>	<u>Resolution Reference</u>
• Total Principal Amount	\$215,000,000	Section 5
• Variable Interest Rate	15.0% (1)	Section 5
• Maximum Maturity	40 years	Section 5
• Underwriters Discount	.10%	Section 7

(1) Not to Exceed Parameter is 25% in the case of bonds held as bank bonds pursuant to the Letter of Credit and Reimbursement Agreement.

Basic Documents Requiring Approval

The Approving Resolution provided with this report is in final draft form. Its approval by the Board will authorize the purchase of the student loan portfolio described above, the issuance of student loan revenue bonds, and the execution of the necessary documents and agreements pursuant to a Second Supplemental Indenture of Trust between the Board of Regents and The Bank of New York Mellon Trust Company, N.A., as trustee, in an aggregate principal amount not to exceed \$215,000,000.

The Approving Resolution delegates authority to the Board's Chair, Vice Chair and/or Chair of the Finance, Facilities, and Accountability Committee to approve final versions of the bond documents, consistent with parameters contained in the Approving Resolution, and along with designated Officers of the Board, to execute other necessary implementing agreements (see Resolution Sections 5 through 13).

UHEAA staff, representatives of the Attorney General's Office, and Bond Counsel will be at the Board of Regents meeting on January 24 to review the proposed transaction and answer questions.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the attached Approving Resolution authorizing the issuance of the Series 2014A Student Loan Revenue Bonds.

David L. Buhler
Commissioner of Higher Education

DLB/DAF/ROD
Attachment

Salt Lake City, Utah

January 24, 2014

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at the University of Utah Campus in Salt Lake City, Utah on January 24, 2014, commencing at _____. The following members were present:

Bonnie Jean Beesley	Chair
Daniel W. Campbell	Vice Chair
Jessellie B. Anderson	Member
Nina Barnes	Member
Keith Buswell*	Member
Leslie Castle*	Member
Wilford Clyde	Member
France A. Davis	Member
James T. Evans*	Member
Marlin Jensen	Member
Robert S. Marquardt	Member
Erik Mikkelsen* (Student Regent)	Member
Jed H. Pitcher	Member
Robert W. Prince	Member
Harris H. Simmons	Member
Mark Stoddard	Member
Teresa L. Theurer	Member
Joyce P. Valdez	Member
John H. Zenger	Member

Absent:

Also Present:

David L. Buhler	Commissioner of Higher Education
Kirsten Schroeder	Secretary

* Non-voting member

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance of student loan revenue bonds.

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH (THE "BOARD") AUTHORIZING THE PURCHASE OF A PORTFOLIO OF STUDENT LOANS ORIGINATED UNDER THE FEDERAL FAMILY EDUCATION LOAN PROGRAM AND CURRENTLY OWNED BY THE WYOMING STUDENT LOAN CORPORATION; AUTHORIZING THE ISSUANCE AND SALE OF ITS STUDENT LOAN REVENUE BONDS IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$215,000,000; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AN AMENDED AND RESTATED LETTER OF CREDIT AND REIMBURSEMENT AGREEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to Chapter 13, Title 53B, Utah Code Annotated 1953, as amended (the "Act"), the Board is empowered to make or purchase student loan notes and other debt obligations reflecting loans to students; and

WHEREAS, in order to further advance the Board's Student Loan Program (as described herein), the Board desires to purchase a portfolio of student loans originated under the Federal Family Education Loan Program and currently owned by the Wyoming Student Loan Corporation (the "WSLC Portfolio"); and

WHEREAS, the Act provides for certain certifications to be made, to the extent required by the rules and regulations of the Board, by the lender with respect to a student loan in order for such loan to be qualified for acquisition or purchase by the Board, and the Board desires to adopt a rule to clarify the lender certification requirements in connection with any such acquisition or purchase (all as permitted by the Act); and

WHEREAS, in order to provide funds for such purposes, the Board is duly authorized to issue and sell bonds pursuant to the provisions of the Act; and

WHEREAS, the Board has previously entered into a Trust Indenture, dated as of September 1, 2011 (the "Trust Indenture"), providing for the issuance of Bonds (as defined in the Trust Indenture) in order to finance and refinance Eligible Loans (as defined in the Trust Indenture); and

WHEREAS, the Board considers it desirable and necessary to issue student loan revenue bonds under the Trust Indenture by the execution and delivery of a Supplemental

Indenture (the "Supplemental Indenture" and together with the Trust Indenture, the "Indenture") to be entered into between the Board and The Bank of New York Mellon, N.A., as successor trustee (the "Trustee"), which bonds will be designated as the State Board of Regents of the State of Utah Student Loan Revenue Bonds, Senior Series 2014A (Taxable) (or such other or additional designation as appropriate officers of the Board may determine) (the "Series 2014A Bonds") in an aggregate principal amount of not to exceed \$215,000,000; and

WHEREAS, the Board desires to use the proceeds of the Series 2014A Bonds to (i) purchase the WSLC Portfolio, (ii) fund capitalized interest and any required deposit to debt service reserves and (iii) pay costs in connection therewith; and

WHEREAS, the Board hereby finds that the purchase of the WSLC Portfolio is in the best interest of the Board and the State of Utah and its residents as such purchase will further enhance (i) the performance of the Board's Student Loan Program, (ii) the efficient operation of such Program and the servicing and other functions performed by the Board, (iii) the economies of scale relating to such Program and servicing and other functions, and (iv) the opportunities to permanently financing a portion of the Board's existing student loan portfolio; and

WHEREAS, the Board desires to provide liquidity support and credit enhancement for the Series 2014A Bonds by causing Royal Bank of Canada, acting through its WFC, New York, Branch (the "Bank") to deliver a letter of credit pursuant to an Amended and Restated Letter of Credit and Reimbursement Agreement (the "Reimbursement Agreement") between the Board and the Bank; and

WHEREAS, the Series 2014A Bonds and the Board's obligations under the Indenture and the Reimbursement Agreement shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board or constitute a charge against its general credit; and

WHEREAS, RBC Capital Markets, LLC (the "Underwriter") has expressed interest in purchasing the Series 2014 Bonds, and there was before the Board at this meeting a form of the Bond Purchase Agreement to be entered into between the Board and the Underwriter (the "Bond Purchase Agreement"), a form of the Supplemental Indenture, the Preliminary Official Statement for use in marketing the Series 2014A Bonds (the "Preliminary Official Statement"), a form of the Remarketing Agreement (the "Remarketing Agreement"), and a form of the Reimbursement Agreement; and

WHEREAS, pursuant to Section 53B-13-104(9) of the Act, the Board desires to grant to the Chair, Vice Chair and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final principal amounts, terms, maturities, interest rates, redemption provisions and purchase prices at which the Series 2014A Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution and the terms of the Reimbursement Agreement; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the issuance of the Series 2014A Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement in substantially the form before the Board at this meeting in connection with the offering and sale of the Series 2014A Bonds. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and deliver on behalf of the Board a final Official Statement (the "Official Statement") in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement before the Board at this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 4. The Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and deliver the Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 12 hereof.

Section 5. For the purpose of providing funds to (i) purchase the WSLC Portfolio, (ii) fund capitalized interest and any required deposit to debt service reserves, and (iii) pay costs in connection therewith, the Board hereby authorizes the issuance and sale of the Series 2014A Bonds in the aggregate principal amount of not to exceed \$215,000,000, which shall bear interest as provided in the Indenture and other documents and such rates shall not at any time exceed fifteen percent (15%) per annum (twenty-five percent (25%) per annum in the case of Series 2014A Bonds held as bank bonds pursuant to the Reimbursement Agreement). The Series 2014A Bonds shall mature on such date or dates, as approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, on or before 40 years from the date of issuance thereof. The issuance of the Series 2014A Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2014A Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, tender, remarketing, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and seal by manual or

facsimile signature the Series 2014A Bonds and to deliver the Series 2014A Bonds to the Trustee for authentication. The appropriate officials of the Board are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2014A Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2014A Bonds shall be sold to the Underwriter with an Underwriter's discount of not to exceed one-tenth of one percent (0.10%) of the face amount of the Series 2014A Bonds. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the form and with substantially the same content as before the Board at this meeting for and on behalf of the Board with final terms as may be established for the Series 2014A Bonds and such alterations, changes or additions as may be authorized by Section 12 hereof. Pursuant to Section 53B-13-104(9) of the Act, the Chair, Vice-Chair and/or Chair of the Finance, Facilities and Accountability Committee, are each hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, rate determination methods and purchase prices (including bonds sold at a premium or discount) with respect to the Series 2014A Bonds for and on behalf of the Board by the execution of the Bond Purchase Agreement and the Supplemental Indenture and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms are within the parameters set by this Resolution.

Section 8. The appropriate officers of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Executive Director of UHEAA, Deputy Executive Director of UHEAA and Secretary are hereby authorized to take all action necessary or reasonably required by the Bond Purchase Agreement and the Indenture to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 9. The Board hereby authorizes and directs the purchase of the WSLC Portfolio pursuant to a Student Loan Purchase Agreement (the "Student Loan Purchase Agreement"). The Student Loan Purchase Agreement, in substantially the form before the Board at this meeting, is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee are hereby authorized to execute and deliver the Student Loan Purchase Agreement in the form and with substantially the same content as before the Board at this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 12 hereof.

Section 10. The Reimbursement Agreement and the Remarketing Agreement, in substantially the forms before the Board at this meeting, are in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee are hereby authorized to execute and deliver the Reimbursement Agreement and the Remarketing Agreement in the form and with substantially the same content as those before the Board at this meeting for and on behalf

of the Board with such alterations, changes or additions as may be authorized by Section 12 hereof.

Section 11. The Board hereby authorizes and approves the adoption of R650 (Lender Certification of Obligations) of its policies and procedures, in substantially the form before the Board at this meeting, in connection with the offering and sale of the Series 2014A Bonds. In conjunction with the adoption of this rule, the Board hereby determines that the purchase of the WSLC Portfolio will assist the Board under its Student Loan Program in accomplishing its purposes without the requirement of reinvesting the proceeds of the sale in other obligations under the student loan program.

Section 12. The appropriate officials of the Board, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee are authorized to make any alterations, changes or additions in the Indenture, the Series 2014A Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement, the Reimbursement Agreement, the Remarketing Agreement, the Student Loan Purchase Agreement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States and the final agreement with the Underwriter and other participants, all within the parameters established herein.

Section 13. The appropriate officials of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, the Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Executive Director of UHEAA, Deputy Executive Director of UHEAA and Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 14. Upon their issuance, the Series 2014A Bonds and the obligations of the Board under the Indenture and the Reimbursement Agreement will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture, the Series 2014A Bonds, and the Reimbursement Agreement. No provision of this Resolution, the Series 2014A Bonds, the Bond Purchase Agreement, the Reimbursement Agreement, the Remarketing Agreement, the Indenture, the Student Loan Purchase Agreement or any other instrument authorized hereby, shall be construed as creating a general obligation of the Board, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board.

Section 15. After the Series 2014A Bonds are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution

shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2014A Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 16. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 17. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 18. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 24th DAY OF JANUARY, 2014.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

Chair

[SEAL]

ATTEST:

Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

Chair

[SEAL]

ATTEST:

Secretary

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

I, Kirsten Schroeder, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on January __, 2014 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this __ day of _____, 2014.

Secretary

(SEAL)

Regents held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this ___ day of _____, 2014.

Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

SCHEDULE 3

ELECTRONIC MEETING POLICY

January 15, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: 2014-2015 Mission Based Funding Initiatives

Issue

The Utah System of Higher Education (USHE) operating budget request, as approved by the State Board of Regents, includes Mission Based Funding (MBF) of \$69,705,000 for *Acute Equity* and \$10,000,000 for *Distinctive Initiatives*. Detail regarding the MBF initiatives is presented in the enclosed attachments. Pending funding during the 2014 Legislative session, all initiatives are slated for implementation during fiscal year 2014-2015.

Background

Each institution in USHE receives less funding per student in tax funds, tuition, or both, than their peers. *Acute Equity* initiatives are intended to recognize institutions with funding less than a minimum floor of \$4,800 per resident undergraduate student. This was determined to bring institutions with the most acute equity needs to within 90% of their regional peer average. Five institutions (USU Regional, WSU, UVU, DSU, and SLCC) will participate in the \$69,705,000 according to their proportion of funding gap.

The *Distinctive Initiatives* are designed to support the Regents' Strategic Plan of increasing participation, completion, economic development, and to promote distinct institutional missions. Each campus has submitted detailed descriptions of each initiative, including rationale, outcomes, assessment criteria, and budgetary plan. Of the \$10,000,000 request, \$5,702,000 (57%) will be allocated for participation, \$3,683,500 (37%) for completion, and \$614,500 (6%) for economic development. In support of the MBF budget request, Governor Herbert has recommended \$19,300,000 for Acute Equity and 2,300,000 for Distinctive Initiatives.

Commissioner's Recommendation

Adherent to Utah State Code 53B-7-101 section 2, the Commissioner recommends that the Regents approve the fiscal year 2014-2015 [Mission Based Funding] Acute Equity and Distinctive Initiatives.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment

UTAH SYSTEM OF HIGHER EDUCATION 2014-2015 OPERATING BUDGET REQUEST

Mission Based Funding: Acute Equity Initiatives **Total: \$69,705,000**

To support funding equities and past institutional growth, the Commissioner and Presidents adopted a statement of principles and parameters to address funding 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.

The most acute funding equities have occurred mostly when institutions with open-access missions have grown more rapidly than state funding. This request is to address acute equity for USHE institutions at or below 90% of the regional average per resident undergraduate student FTE. The recommended funding request by institution, for fiscal year 2014-15 is detailed below.

UTAH STATE UNIVERSITY REGIONAL CAMPUSES \$7,830,600

Instructional Support \$4,000,000

Funding is requested for the addition of new part-time and full-time faculty at Utah State University. These faculty will address a range of instructional needs, particularly in high-demand classes, through face-to-face, broadcast and on-line delivery methods. In addition, new faculty lines will be deployed across the university in order to meet emerging demands for educational programs, particularly in rural Utah. Personnel with expertise in instructional design and multi-media will also be hired to help faculty with course development and evaluation. Continued robust growth and new program needs at our regional campuses requires the additional of new faculty and support positions, both at the Logan campus and across the state.

Student Support \$2,330,600

Funding will be used to enhance support services directed towards students, particularly at USU's regional campuses. Personnel will be added in the offices of academic advisement, career services, registration and financial aid. Coordination of staffing across all USU campuses will increase efficiency and effectiveness of student services.

Instructional Technology \$1,500,000

Funding is needed to expand instructional technology, both software and hardware, that will enhance learning across a variety of classes. These classes will be offered primarily through broadcast and on-line formats. In addition, distance delivery and receiving systems will be

added to classrooms across the USU system to increase access to broadcast courses regardless of the students' and instructors' locations. These resources will create additional opportunities for students at the USU regional campuses to complete graduation requirements.

WEBER STATE UNIVERSITY
\$6,200,600
Dream Weber (need-based aid) Expansion \$400,000

The Dream Weber program targets low income populations in Northern Utah and is central to WSU's open-access mission. Presently, Pell Grant eligible individuals with a household income of \$30,000 or less who are willing to attend college full time (12 hours) can have their full tuition and fees covered for up to 8 semesters. This is the Dream Weber promise. The expansion proposed here would increase the household income cut-off to \$40,000.

Tuition Increase Mitigation of 3% \$1,929,000

It is vital that WSU maintain low tuition so that residents in our service area can continue to afford college. We are requesting state funding to replace 3% our Tier 1 tuition increase for FY15. This would enable WSU to maintain low tuition levels but still fund compensation and other urgent budget priorities.

Unfunded Enrollment Growth \$3,871,600

Growth has not been funded at WSU for several years. Presently, our FY14 budget-related-enrollment level is expected to be at 14,266 FTE. This is 2683 FTE students above our funded target. We are seeking funding for 1936 of these students (72% of the total unfunded amount).

Outcomes - The primary outcomes of this initiative will be increased participation and graduation. This request represents a vital investment if the state is to achieve the goal of 66 percent by 2020.

Assessment – We will continue to track the improvement in participation and graduation numbers over time.

DIXIE STATE UNIVERSITY
\$4,529,500

Enrollment at Dixie State University has grown nearly 40 percent since Fall 2008. The University has strategically allocated resources to meet pressing needs during this period of growth, but many departments across campus have been stretched thin as workload requirements have dramatically outpaced funding availability. Acute Equity funding of \$4,529,500 would enable DSU to strengthen core instructional and support operations, positioning the institution to absorb further growth and develop new high-demand academic programs. Key areas of need include the following:

Academic Enhancement \$2,000,000

Provide additional full-time and adjunct faculty, improvements in teaching methods and instructional technology, and administrative support for growing academic programs.

Campus Infrastructure \$1,500,000

Provide Technology, equipment, and additional support personnel in facilities, finance, and information technology.

Student Services \$1,029,500

Expand capacity and improve quality of service in academic advisement, career counseling, enrollment services, student activities, and health and wellness

UTAH VALLEY UNIVERSITY**\$29,429,400****Support Students in Completing their Educational Goals and Professional Preparation \$8,929,400*****Improve Retention and Completion***

- Provide students greater mentoring opportunity and access to upper division and critical path courses by improving the percent of instruction delivered by salaried faculty to 55% and reducing the student-to-faculty ratio.
- Enhance student support services by reducing student-to-advisor ratio, expanding retention program support, and increasing tutoring services for math, writing, and critical path courses.
- Expand engaged learning and career exploration opportunities including internships & undergraduate research.

Provide Access and Opportunity for a Broad Range of Students in Meeting Regional Educational Needs \$8,050,000***Provide Program/Course Offerings to Meet Student Demand and Regional Needs***

- Expand capacity of STEM programs.
- Identify and implement new academic programs and disciplines (non-credit through masters).
- Increase number and capacity of program/course offerings (including upper division) through distance delivery, satellite locations, and evening/weekend.

Fulfill Community College Access Mission

- Provide tuition differential for freshman and sophomore students and satellite campuses.

Foster a Culture of Academic Rigor and Professional Excellence \$4,700,000***Champion Learning in an Academically Rigorous Environment***

- Adequate and sustainable adjunct faculty pool, training, and support.
- Ensure adequate instructional resources including library materials, software labs, and equipment.

Operate Effectively and Efficiently Through Innovative Use of Technology and Professional Practices \$7,750,000

Provide Adequate Human and Technology Resources for Instruction, Student Support, and Administrative Needs

- Implement and sustain strategic technology solutions, systems, and infrastructure.
- Provide adequate and stable staffing solutions to support existing programs/services, respond to increasing Federal, state, and accreditation compliance, and meet the demands of a large university.

SALT LAKE COMMUNITY COLLEGE

\$21,714,900

Instruction \$8,558,900

- Implementation of Full-time Faculty Rank Structure.
- New Full-time Faculty for high demand Gen Ed and CTE courses.
- General Support for Workforce and Economic Development Operations.
- Ongoing support for new programs such as Visual Arts and Design and Health Information Technology.
- Institution and program accreditation costs.

Student Services \$1,002,700

- Additional staff support in student service programs (i.e. financial aid, admissions, orientation, student outreach).
- Conversion of soft funded positions to E&G support to minimize/decrease student fee increases in the future.
- Ongoing funding to support student employment opportunities.

Infrastructure \$12,153,300

Personnel \$3,830,000

- E&G funding for key new, soft-funded, or one-time funded positions
 - VP Government & Community Relations
 - Full-time Legal Counsel
 - Development Officer
 - Grants & Contract Administration
 - Additional Business Services Personnel in Facilities, Purchasing, HR, and Accounting
 - IT Personnel
 - Talent Management/Retention/Equity salary adjustments
 - Emergency Management Personnel and Operations Support

Equipment & Facilities \$8,323,300

- Equipment (New & Replacement)
 - Instructional

- IT Hardware, Wireless, Computers
 - Facilities Management Equipment
- Facilities
 - Acceleration of Debt Service Payments
 - Renovation Projects
- Annual Escalation Costs
 - IT Hardware and Software Costs
 - Institutional Leases and facility maintenance
 - Operating Expense Budget Adjustments

UTAH SYSTEM OF HIGHER EDUCATION 2014-2015 OPERATING BUDGET REQUEST

Mission Based Funding: Distinctive Initiatives**Total: \$10,000,000**

To support the Regents' Strategic Goals of increasing participation, completion and economic development and to promote distinct institutional missions, the following initiatives have been identified by the campuses. For each institution, the initiatives are categorized by the objective and include the description, rationale, outcomes, assessment criteria, and the budgetary plan. The initiatives recommended for funding in fiscal year 2014-15 are detailed below.

UNIVERSITY OF UTAH**\$3,029,900****Undergraduate Research Opportunity Program (UROP) (Participation) \$500,000**

Description – UROP provides undergraduate students the opportunity to assist with faculty members' research or to carry out a project of his/her own under the supervision of a faculty member. The chance to do real research as an undergraduate is a unique experience that a research intensive university can offer. This program pays students a stipend for up to two semesters to work on their projects. The program is highly competitive and many worthy students are denied acceptance due to financial limitations. The funding requested would be used to increase the number of students accepted into the program.

Rationale – UROP is currently assisting over 380 students but that is less than 3% of our undergraduates. Compared to other members in the PAC12, this is a smaller number of students than we should be serving. UC Berkeley's program serves more than 1500 students while the University of Washington services over 750. There is high demand for this program by our students that is not currently being met.

Outcomes – Students have the opportunity to gain research experience that will help them to be academically successful as well as build valuable life skills. Students can present their research at conferences and be published in the Undergraduate Research Abstracts Journal.

Assessment – Success of UROP students is indicated by their ability to refine the areas of their research interests which translates into greater methodological sophistication, all of which can be measured by presentation of papers at conferences, publications, and admission to selective graduate schools. Completion and graduate rates of students participating in UROP will also serve as a measure of success in this program.

Budgetary Plan -	Salaries, Wages & Benefits	\$350,000
	Operating Expense	<u>\$150,000</u>
	Total	\$500,000

Online Education Infrastructure (Participation) \$1,529,900

Description – This initiative will help build the infrastructure to support course and degree development. As the demand for online courses has grown, it is clear that there are

efficiencies that can be gained by providing centralized technology services as well as assistance for course development. Funds are needed to expedite this process. Ongoing support will be funded through successful online degree programs.

Rationale – The University of Utah has seen steady, robust growth in online offerings and enrollments over the past decade. However, demand from students has escalated the growth over the last 3 years. We anticipate this demand will continue to grow. In order to meet student needs as well as remain competitive, especially in graduate professional programs among our PAC12 peers, we need to strategically focus on the development, support and marketing of fully online courses and degrees.

Outcomes – The intended outcomes are to ensure that we do not lose our current student base and that we are able to meet the needs of an expanded student base that cannot be present on campus. Promoting graduation and student success, particularly in new degree programs that meet demands, aligns well with Prosperity 2020.

Assessment – This will include measuring success and persistence of students who enroll in online classes. For undergraduate students, this will provide an additional means of dealing with bottleneck classes and meeting student scheduling needs. For professional graduate students, this will help address a market need to increase trained professionals for strategic areas of the Utah business community.

Budgetary Plan -	Salaries, Wages & Benefits	\$ 700,000
	Operating Expense	\$ 829,900
	Total	\$ 1,529,900

Student Success and Empowerment Initiative (Completion) \$500,000

Description – This initiative is to empower students to identify direction, engage in high impact activities/services and accomplish goals. This is a commitment to undergraduates to identify curricular and co-curricular experiences that are holistic and address the unique needs of the individual students. The goals are: 1) to promote student success and degree completion; 2) enhance planning tools, including degree maps; 3) to engage students in Plan 4 to create a holistic educational experience and help ensure completion. This includes enhancing a scholarship clearing house to help leverage scholarship funds more strategically to be able to aid more students.

Rationale – This initiative is targeted at increasing retention and completion of undergraduate students and is based on national research, best practices and data about student success. It aligns with the goals of Prosperity 2020 and our commitment to retain and graduate more of the students who enroll at the University of Utah.

Outcomes – This will help position students to graduate in four years and to enhance their undergraduate experience. The focus is on increasing completion and graduation while increasing the quality of the educational experience.

Assessment – Students will be tracked to determine utilization and progress and to measure the impact of these initiatives on retention and graduation.

Budgetary Plan -	Salaries, Wages & Benefits	\$400,000
	Operating Expense	<u>\$100,000</u>
	Total	\$500,000

Student Success and Completion – Advisors and Peer Mentors (Completion) \$500,000

Description – Expand the core of advisors and peer mentors to help guide students successfully through their undergraduate education.

Rationale – Mentoring and personalized advising have been shown to have a positive impact on student retention and completion.

Outcomes – Peer mentors and advisors can help students at the beginning of their engagement at the University of Utah as well as helping to guide them to resources they may need to be successful.

Assessment – Data about retention and graduation rates will be reviewed. We will also use focus groups and student satisfaction surveys to identify student needs and address effectiveness of programs.

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

UTAH STATE UNIVERSITY **\$2,065,500**

Student Recruitment, Retention and Completion (Completion) \$545,000

Description - Utah State University requests funding to build a comprehensive Constituent Relationship Management system (CRM) that will deliver high-tech and high-touch information to existing and future students. Currently, USU uses two Ellucian™ products: Banner (student information system) and Degree Works (degree-audit system). This request is for additional CRM components such as *Enterprise Recruiter* and *Early Alert*.

Rationale - With over 27,000 students on USU's main and regional campuses, a CRM system that delivers student-preferred communication streams through text, email, and social media (beginning at admission and ending at graduation) is critical for efficient and appropriate student management. Not only do these systems provide analytics to assess their effectiveness with student communication, but they create economies of scale by replacing antiquated, hand-produced communication delivery systems. These tools will allow the university to enhance acceptance, retention, and graduation processes for students at Utah State University.

Outcomes - Utah State University will increase the first- to second-year retention rate of first-time, full-time freshmen. Improvement of time to completion will be another measurable outcome.

Assessment – Retention rates, student completion, time to completion.

Budgetary Plan -	One-time software purchases	\$375,000
	Annual licenses	\$100,000
	Salaries, Wages & Benefits	<u>\$70,000</u>
	Total	\$545,000

Academic Advisors (Participation) \$250,000

Description – The USU Office of University Advising has primary responsibility for students who are listed as “undeclared” and assists them in exploring and selecting a major. University Advising also serves undeclared business majors, students who are in an undeclared nursing/allied health track, and students who are inquiring about and applying for an associate’s degree. A large portion of these students are admitted provisionally and require extra attention to help them navigate the educational system and succeed academically.

Rationale – NACADA (National Academic Advising Association) recommends no higher than a 300-to-1 student-to-advisor ratio for advisors working with an undeclared population. During Fall 2013, the Office of University Advising had a student-to-advisor ratio of 464-to-1. This advising office also coordinates information dissemination to the entire USU advising community, oversees a Major Fair and monthly advising meetings, and participates on state and regional committees. While all are necessary activities, these events reduce the time advisors can devote to student advisement.

Outcomes – An improved student-to-advisor ratio makes it possible for a greater number of students to meet with an advisor. This, in turn, will encourage undeclared students to declare a major earlier, leading to higher retention and success rates for students admitted provisionally and into the associate’s degree. Through enhanced advising, students will achieve an improved time to completion.

Assessment – Academic standing of provisionally admitted students, the number of undeclared students moving into a major, the number of applying for and receiving an associate’s degree, student completion rate, time to graduation.

Budgetary Plan -	Salaries, Wages & Benefits	\$200,000
	Operating Expense	<u>\$50,000</u>
	Total	\$250,000

STEM Education (Participation) \$225,000

Description – Several efforts at Utah State University have focused on STEM education, which supports interdisciplinary and collaborative teaching, research, and service activities. These activities involve partnerships across disciplines and education, including public and

private schools, federal and state agencies, local business and industry, and philanthropic foundations.

Rationale – The newly created USU STEM (Science, Technology, Engineering, Education and Mathematics) Center brings together professionals from the Colleges of Science, Engineering, Education, Agriculture and Natural Resources who share expertise and knowledge in their fields. Collaborations among these professionals support efforts that provide and expand pathways into STEM careers (science, technology, engineering, and mathematics) and education (science and mathematics teaching K-16).

Outcomes –

- Increase the number and quality of STEM educators and professionals in the region and country.
- Conduct innovative research and development on computing and communication technologies in STEM areas.
- Increase the number of students entering and continuing through STEM career pathways, including education.
- Study and report on new knowledge in STEM education.
- Develop and implement institutional partnerships that support exemplary practices and policies in STEM education.

Assessment – Number of students entering STEM career pathways, number of graduating STEM educators and professionals.

Budgetary Plan -	Salaries, Wages & Benefits	\$180,000
	Operating Expense	\$45,000
	Total	\$225,000

Faculty and Instructional Capacity (Participation) \$845,500

Description – The University has identified several programs that need investment of faculty positions. Some departments have instructional shortages because of increasing student enrollments; new faculty and instructors can be assigned courses and laboratory instruction that reduce bottlenecks. Other departments have expanded programs that enhance the land-grant mission of the institution; new faculty will bring additional visibility and vitality to these programs.

Rationale – Instruction remains one of the most significant elements of the university's mission. New faculty positions in high-need areas will enhance student access and pathways to completion. Student learning outcomes will be improved through increased contact with faculty.

The university continues to be recognized for excellence in the areas of research, teaching and outreach, in a large way due to interdisciplinary collaboration across departments and programs. Investment in these emerging areas of excellence will ensure the success of USU

as Utah's land-grant institution. Students are eager to be engaged with faculty in projects, both in and outside the classroom.

Outcomes – Programs receiving new positions will gain faculty capacity, providing students with new or enhanced learning possibilities. Students will have improved pathways to graduation as well as greater opportunities for out-of-class experiences.

Assessment – Student credit hour reports, student completion rate, number of students involved in undergraduate research.

Budgetary Plan -	Salaries, Wages & Benefits	<u>\$845,500</u>
	Total	\$845,500

Summer Semester Enrollment (Participation) \$200,000

Description – The objective of this initiative is to optimize the use of summer resources (i.e., facilities, faculty, staff, etc.) through increased student enrollment during the Summer semester and development of targeted summer programs.

Rationale – Summer enrollments have dropped over the last decade. Explanations for the decline include: the structure of the summer schedule, economic pressures and summer employment, and course offerings. To offset this decline, the university has encouraged academic departments to identify the courses that will be most helpful to students and offer them during the Summer semester. Students might be more likely to take summer classes if they understand that there is a clear advantage to doing so because it either helps them 'catch up', 'get ahead', or the class experience is perceived as 'better' because of the smaller class size or who is teaching the course.

Outcomes – Increased student satisfaction, improved time to student graduation, attraction of new student populations, and optimization of current fiscal resources.

Assessment – Summer credit hours.

Budgetary Plan -	Salaries, Wages & Benefits	<u>\$200,000</u>
	Total	\$200,000

WEBER STATE UNIVERSITY \$1,037,600

Capacity Building (Participation) \$828,000

Description - This initiative will expand capacity in four key areas: graduate programs, computer science, engineering/engineering technology and online classes. In addition, an expansion of financial aid staff will support the growth of the aforementioned programs.

The specific allocation of funds is as follows:

Graduate Programs	\$208,000
Computer Science	\$120,000
Engineering/Engineering Tech	\$200,000
Online	\$200,000
Financial Aid	<u>\$100,000</u>
Total	\$828,000

Rationale - Each of the programs has high labor market demand and strong salaries. These programs provide graduates that enhance Utah's economy.

Outcomes – Additional degrees will be granted in the aforementioned areas. This will not only help to meet the labor force needs of the state but will also support the Governor's 66 percent goal.

Assessment – WSU carefully tracks the number of degrees awarded as well as the placement of graduates.

Budgetary Plan -	Salaries, Wages & Benefits	<u>\$828,000</u>
	Total	\$828,000

Smart Classroom Support (Participation) \$100,000

Description – Provide university wide classroom support to ensure technology is working optimally and faculty have real-time support in the classroom.

Rationale – Increase effectiveness and availability of technology in the classroom.

Outcomes – Teachers have greater confidence in using technology in the classroom. Teachers make better use of the new technology in the classroom.

Assessment – Continue using assessment surveys and tools, already base-lined, to determine the effectiveness and level of reliability the faculty and students have with these supported classrooms

Budgetary Plan -	Salaries, Wages & Benefits	<u>\$100,000</u>
	Total	\$100,000

Assessment Analytics (Participation) \$109,600

Description – Provide tools to directly address requested assessment analytics to better meet the information needs.

Rationale – Best efforts to develop these analytics are not occurring with current approach. Need a focused set of tools to meet this important initiative.

Assessment – Availability of timely, accurate and appropriate analytical reports used by senior management to meet requested information by USHE and other.

Budgetary Plan -	Operating Expenses	\$109,600
	Total	\$109,600

SOUTHERN UTAH UNIVERSITY

\$459,800

Increase Sections of High-Demand Courses (Completions) \$250,000

Description – The University has identified several "bottlenecks" within its academic programs, particularly in popular sections of its general education, and in gateway courses that assist students as they transition into their upper division major coursework. Given the limited availability of academically prepared adjunct faculty within the local community, SUU intends to provide employment opportunities for lecturer level faculty to serve on its residential campus and participate in the dynamic teaching and learning community provided by SUU.

Rationale – Central to its mission, SUU offers a uniquely personalized and integrated education experience for students on its residential campus. However, to better serve students toward their desired degree completion, greater capacity is needed in several high-impact general education courses and gateway classes that lead into several distinct majors.

Outcomes – Increased student satisfaction, provide better capacity and student access to in-demand curriculum, decrease semesters attended before completion, increase in student credit hours, and greater faculty recruitment and development opportunities within the University.

Assessment – Semester attended before completion

Budgetary Plan -	Salaries, Wages & Benefits	\$250,000
	Total	\$250,000

Summer Initiative (Participation) \$109,800

Description – SUU is employing strategies to increase participation during summer semester. The primary objective of this summer initiative is to increase the annual educational output of the University by leveraging its fixed assets year round. By investing in summer semester programs, SUU intends to increase its annual student throughput, expanding more educational opportunities to a larger base of students.

Rationale – Summer semester has traditionally been utilized as an option to keep students on track toward a timely completion, and offers a better opportunity for students to enroll in some of the more popular courses. Due to the culture of utilizing summer primarily as a backup method in accommodating enrollment surges during fall/spring semesters, course selection and student participation has been minimal. SUU is now looking to invest into its summer

programming as a cost effective method to increase and service the overall demand of students seeking a degree from Southern Utah University.

Outcomes – Increased annualized student credit hours, increased summer semester student credit hours, reduced overall time to graduation, expanded choices of summer curriculum, expanded educational opportunities for a larger demographic of students.

Assessment – Summer student full-time equivalents (FTE)

Budgetary Plan -	Salaries, Wages & Benefits	\$109,800
	Total	\$109,800

Retention Initiative (Completion) \$100,000

Description – SUU is continuing its focus and investment into strategies leading to student success, particularly in student resource services that provide both the “go-to” place for information as well as the technical staff that can assist students in the areas that align students’ academic accomplishment and aptitude with relevant career pathways. The University is also looking to provide similar student support services to assist international students in their integration on campus and within the community.

Rationale – Student career and professional advising services are essential to guiding students toward an efficient, personalized academic plan. Currently students have a 45 day waiting period to schedule sessions for career advising and assessment consultations. These student support services leading to individualized academic and career readiness planning need to be expanded to meet current student demands for support.

Outcomes – Increased student satisfaction, better declaration of students’ major, decrease time to graduation, increase student retention, increase student placement.

Assessment – Student retention.

Budgetary Plan -	Salaries, Wages & Benefits	\$100,000
	Total	\$100,000

SNOW COLLEGE **\$270,200**

Design and Implement a New Integrative Model for General Education
(Completion) **\$135,000**

Description – Snow College seeks funding as part of its Strategic Plan commitment to design and implement a new and integrative model for providing general education. Snow College has long used the distribution model for general education (GE). Significant changes were implemented 20 years ago, after statewide focus meetings determined that all students should move through two English courses, a math course, a history course, and a minimum number of other GE courses as chosen by each state institution. This relatively standardized approach

facilitated statewide articulation agreements, which were instituted in the 1990s. These agreements assured students, who earn an Associate of Science (AS) or Associate of Arts (AA) degree at any Utah college, that they had fulfilled all lower-division GE requirements at any transfer institution in the Utah System of Higher Education (USHE). This standardized approach however is in need of overhaul and Snow proposes to use Mission Based Funding to implement a new model.

Rationale – Since the distribution model was adopted, Snow College has experienced some problems with GE:

- Most students do not understand the value of a general education, frequently commenting, “I’m just getting my ‘generals’ out of the way.” Furthermore, some faculty members espouse the same belief and encourage students to “stay here long enough to get your ‘generals’ done.”
- More and more students are arriving at college with many kinds of credits and do not need as many GE courses from on-campus instructors.
- Division among the faculty has occurred when one academic division attempts to add a course to the approved list of GE courses. Adding courses has created some fairly serious “turf wars” because academic divisions feel the need to protect their disciplines and to assert their indispensability in GE.

Outcomes – Board of Regent policy R312 outlines transfer preparation as the core mission and role of Snow College. In recent years Snow has received recognition from several national organizations for its success in retention, graduation, and transfer rates. This proposed GE initiative allows Snow to update and enhance the GE experience in order continue to excel in delivering outstanding transfer preparation and meet our core mission and role. A new GE model will bring challenges as new learning outcomes and forms of assessment will be required. The AAC&U has developed a set of rubrics, titled VALUE (Valid Assessment of Learning in Undergraduate Education), that assess the LEAP essential learning outcomes and essential skills. These rubrics could be used in their entirety or modified to fit the specific needs of Snow College's GE model.

Assessment – As the focus on assessment has become an important theme in higher education, efforts to demonstrate that students who have taken GE-listed courses have actually achieved corresponding learning outcomes has proven to be difficult. As one means of assessment, Snow College administers the College Assessment of Academic Proficiency (CAAP) exam every other year even though the state has elected not to use it. The exam measures whether the student has mastered the content of a course but not whether the student has acquired the skills that are necessary for major coursework, real-world experience, and career employment. A nationwide and statewide trend is to develop and use authentic forms of assessment in lieu of standardized testing. *Authentic assessment* determines whether the student has met the important skill-based SLOs. The electronic portfolio or ePortfolio is one tool of authentic assessment. Students place examples of their best work in an ePortfolio. The portfolio is a means for the student to demonstrate the achievement of a GE outcome and can be used as a “calling card” for the student as he or she transfers to a larger institution, applies to graduate programs, or seeks employment. Although the ePortfolio has its

merits and is being adopted by other state institutions, it has not yet been integrated into our own assessment practices but could be.

Budgetary Plan - Snow College plans to hire a full-time GE Director/Assistant VP to implement and coordinate the entire General Education curriculum as revised to critical needs.

Salaries & Benefits (full-time administrative position)	\$85,000
Operating Expenses (travel and program educational)	\$10,000
Quality Initiatives (integrated classes, course development)	<u>\$40,000</u>
Total	\$135,000

Continue to Make Snow College an Affordable Choice (Completion) \$70,000

Description – Snow College must remain an affordable choice for students pursuing higher education. Continuing to provide a low-cost, high-quality education not only helps students and the College, but also helps lessen the impact on the national student loan deficit. Snow is proud of its record of student retention and graduation rates – for which it has received national recognition in recent years from several organizations. However, we also recognize there is still work to be accomplished in this area. Ensuring students have opportunities to work is becoming a more worrisome challenge and is anticipated to increase as the bubble of returning missionaries make their way back to campus.

It is also important to provide more employment opportunities for all students. Currently, there is a deficiency and/or lack of awareness in off-campus work opportunities and internships especially for the Ephraim campus. There is an expectation that opportunities will grow as the college and local communities partner to become a strategic economic channel in Central Utah. The expectation however is not evolving fast enough to meet the existing needs.

If Snow College is to thrive and endure a yet unstable economy, considerations in regard to affordability must include student retention, recruitment, low tuition, and student jobs. Snow College seeks funding to assist students in finding and/or providing more employment opportunities both off and on campus.

Rationale - Very few opportunities exist in Sanpete County for students to be gainfully employed while attending Snow College. This inability to find employment has a restricting effect on new students and prevents desired enrollment increases. During FY13, 4,600 student applications were processed through Human Resources for on-campus jobs (students can apply for more than one job); 550 students were actually hired. Only 13% of our students (based on total headcount for Fall semester 2013) have an on-campus job.

Assessment - Statistics are maintained on student employment. It is our intention to move the 13% on campus employment opportunities upwards to possibly 20% using Work to Learn funding as well as seeking a more equitable use of Work Study funding.

Outcome - More students will be able to secure employment thus lifting enrollment and retention rates. Over the years a trend has developed of students arriving in the fall seeking employment to help offset some of their college expense. For too many, when jobs cannot be

secured they withdraw from college at the December break stating they cannot return because of an inability to cover living expenses and limited help from family.

Budgetary Plan – Increasing the college funded Work to Learn budget.

Salaries, Wages & Benefits	\$70,000
Total	\$70,000

Increases for Market Based Salary for Retention of Critical Faculty & Staff
(Completion) **\$65,200**

Description - Snow College has a history of low wages for both faculty and staff. While this has been reinforced by the strong desire of many faculty members to live in a rural setting and teach at a two-year institution without complex researching and publishing requirements, Snow is beginning to see a trend toward increased mobility for faculty, particularly in the early years of a career at a two-year institution. Similar dynamics apply to staff as well. As colleges find themselves facing world-wide competition through means of internet based educational options and other technological enhancements, expertise and professional training from outside of the institution is increasingly sought to enhance Snow's operations while maintaining competitive relevance. A consistent goal to maintain low-cost/high value tuition combined with multiple years of budget reductions and minimal compensation adjustments through legislative appropriations have added to wage stagnation.

Previous research indicates that 43% of Snow's faculty would be paid a higher wage at the high school level based on the step and lane salary schedules used in the school districts within Snow's six county service region.

A history of maintaining a flat salary schedule across all disciplines is increasing out of step with the realities of recruiting faculty in STEM and the healthcare fields as well as information technology staff positions. Differential salary schedules need to be considered at Snow but funding is necessary to address compression issues among current faculty and staff members in order to realistically increase the wage offers necessary to compete.

Part of the overall state and Board of Regents goal as outlined in the 66% x 20/20 initiative is to increase retention and graduation rates among STEM and health professions. In order to continue building on Snow's tradition of success in this area funding is needed to retain and attract the highest quality instructors and staff possible.

Rationale - With the nation beginning to emerge from the worst economic recession since the great depression, growing restlessness among faculty for increased compensation and to "make-up" for inflation during budget cut years must be addressed. Recent STEM and healthcare recruiting efforts have resulted in an inability to hire some of the top tier applicants because Snow's employment offers have been significantly below expectations. Salary offers necessary to secure the top candidates often require wages higher than most, if not all, of our current faculty members. This compression must be resolved in order to continually attract the best and brightest to Snow.

In the case of our nursing program, our wage scale has not regularly attracted master level instructors. As a result, the college has paid for several nursing instructors to earn a master degree while teaching at the college. Unfortunately, these individuals often leave for higher compensated positions once they've fulfilled their years of service requirement. On the staff side, information technology professionals are increasingly more difficult to attract due to a similar disparity in wages.

Snow's recently approved strategic plan calls for a market comparison for all college positions with an accompanying multi-year strategy to bring wages up to the median of each market range.

Objectives - Snow's objective with this funding is to adjust salaries in critical STEM, healthcare and information technology fields to prevent a loss of highly qualified faculty and staff members and to ensure the ability to attract new faculty in the future. Funding would also allow the college to initiate differential salaries by subject area as the market increasingly demands.

Assessment - Snow's assessment would include a measure of the successful retention of high qualified faculty currently working at the college; to decrease the number of faculty currently seeking other employment opportunities; and to successfully replace retiring faculty and staff members with high caliber candidates. Snow is experiencing an uptick in retirements as many baby boomers are reaching full retirement age.

Budgetary Plan - Mission Based Funding is sought for: address critical wage issues for faculty primarily in the STEM, healthcare, and information technology fields.

Salaries, Wages & Benefits	\$65,200
Total	\$65,200

DIXIE STATE UNIVERSITY **\$398,400**

Increased Academic Capacity (Participation) \$398,400

Description - Expansion of academic programming and course availability across numerous disciplines. Additional faculty and operational support are needed to bolster growing programs in areas such as STEM fields, criminal justice, sociology, and developmental math and English.

Rationale - Enrollment at DSU has grown nearly 40 percent since Fall 2008 and significant continued growth is expected over the next decade. Adding capacity in key academic areas will ensure that students are able to take full course loads and maintain steady progress toward timely degree completion.

Outcomes – Increased graduation rates in all degree programs.

Assessment – Year over year comparison of three-year graduation rates for associate's programs and six-year graduation rates for bachelor's programs.

Budgetary Plan -	Salaries, Wages & Benefits	\$350,000
	Operating Expense	<u>\$48,400</u>
	Total	\$398,400

UTAH VALLEY UNIVERSITY

\$1,223,400

Simplify and Improve Efficiency of Admissions & Registration Processes
(Participation) **\$155,000**

Description – UVU's admissions and enrollment processes are experiencing significant changes resulting from the implementation of Structured Enrollment and Deferred Admissions/Leave of Absence programs. While much of these new processes have been automated, additional staffing will improve applied-to-admitted and admitted-to-enrolled yield rates and assist in implementing best practices for students entering UVU after deferred admission.

Rationale – Implementation of Structured Enrollment has improved the success rate of newly admitted and enrolled students. However, a significant number of individuals who submit applications fail to either submit their transcripts or ACT scores; thus, these individuals have applied but have not yet been admitted. Others complete the admissions process but do not enroll or defer their admission. Automated processes facilitate much of the semester-based admissions/enrollment processes well. However, outreach programs (such as business/industry courses) must be handled manually. Newly implemented Deferred Admissions and Leave of Absence programs require more personalized and, often, off-cycle response.

Outcomes – A number of outcomes are anticipated including 1) timely processing of admissions applications (paper and online), 2) outreach to applicants in the admissions' process students to resolve any stopping points, 3) improved understanding of the deferred admission process, 4) identification and correction of "hot spots" in the enrollment process, and 5) better coordination in the awarding and deferment of institutional and privately-funded scholarships.

Assessment – 1) 10 percent decrease in the percent of incomplete admission applications will be decreased by 10%, 2) 5% decrease in number of admitted student who do not enroll or defer admissions, 3) wait time at One Stop will reduced to 20 minutes or less (even in peak demand periods), 4) improved utilization of institutional and privately-funded scholarships resulting in more students on scholarship.

Budgetary Plan -	Salaries, Wages & Benefits	<u>\$155,000</u>
	Total	\$355,000

Prepare to Succeed in STEM (Participation) \$254,400

Description – This initiative focuses on preparing future and current students to be successful in STEM fields of study. Through a multiple faceted approach, UVU seeks to encourage junior high and senior high school students to consider STEM fields and prepare prospective and current students to succeed in STEM courses with particular attention to math. Specifically, the initiative supports UVU PREP, UVU's math MOOC, and STEM student recruitment including underrepresented populations.

UVU PREP is a partnership with school districts to provide a three-year summer program for high-achieving, underrepresented students entering seventh grade. Courses are interdisciplinary including mathematics-based logic to promote abstract reasoning and critical thinking. Students learn to conjecture by utilizing universal quantifiers to build valid arguments. Students work in teams to achieve multidisciplinary results and develop problem-solving skills while completing research projects.

UVU's math MOOC helps prepare students to take the Accuplacer math placement test. The math MOOC is taught online and is free to anyone interested in reviewing fundamental math principles. An opportunity for entering students to refresh their math knowledge can make a big difference in their test scores. If students are better prepared to take the Accuplacer, they will perform better on the test, be placed in a higher math course saving time and money, and be more successful in their math courses. Reducing the required math sequence will allow students to enroll in science, engineering, and technology courses with math prerequisite requirements much sooner in their college program.

Targeted recruitment to junior and senior high school students for STEM programs and careers can increase both the number of entering students pursuing STEM degrees and the preparation of those entering students. Through a collaborative effort involving UVU's College of Technology and Computing and Student Affairs, students and parents will receive valuable information on program offerings, career pathways, and college preparation.

Rationale – Through STEM recruiting messages and UVU PREP, students in junior and senior high schools will be encouraged to take advanced math at earlier ages and progress along a path to college STEM program enrollment. UVU PREP students who experience success in summer STEM programs will be more likely to pursue STEM programs of studies. Current and prospective students with an opportunity to review and prepare for math placement tests can place in a higher math course.

Outcomes – Increasing number of students (including underrepresented populations) in STEM degree programs, improved Accuplacer test scores for students completing the math MOOC.

Assessment – Students enrolling the math MOOC will be given the Accuplacer as a pre-test and at the completion of the course to measure improved performance. UVU PREP tests first-year students on logic, second year students on physics, and third-year students on probability and statistics. These students' success in math and science courses in high school as well as enrollment in and completion of STEM college programs will be tracked annually.

Budgetary Plan -	Salaries, Wages & Benefits	\$201,400
	Operating Expense	<u>\$53,000</u>
	Total	\$254,400

Student Success Programs and Services (Completion) \$149,500

Description – UVU provides programs and services necessary to support student success. Key components include UVU's First-year Experience (FYE) programs and University College's Tutoring and Academic Skills Services. Implementation of existing programs and services has increased UVU's retention rates. Additional programs and expanded services will provide additional support to these retention efforts.

Rationale – As an open admission university, UVU serves a broad range of students at varying degrees of college readiness. A comprehensive first year program, with intentionally designed support services delivered at critical transition periods during a student's first year, strongly increases student persistence and success. Supplemental instruction and tutoring services improve academic achievement and retention.

Outcomes – Students who participate in FYE programs learn how to navigate college more effectively and access campus resources. They benefit from peer mentor programs and courses designed to strengthen their academic and social skills. Participants become more engaged in the campus community, increasing their affinity for the university, which increases commitment to completion. Students who participate in supplemental instruction and tutoring realize improved grades, pass rates, and retention.

Assessment – UVU's FYE program includes high-impact and best-practice initiatives proven effective through extensive national research. Additionally, multiple assessments are used to measure the effectiveness of FYE programming at UVU including student surveys, focus groups, and data analysis. Students who participate in supplemental instruction and tutoring are tracked and their performance is compared with students in the same courses who do not participate in these programs.

Budgetary Plan -	Salaries, Wages & Benefits	\$99,500
	Operating Expense	<u>\$50,000</u>
	Total	\$149,500

Finish Line Initiative Pilot (Completion) \$200,000

Description – Through degree audit processes, UVU will identify senior-level and recently stopped out students who are within 20 percent of degree completion. These students will receive personalized advising intervention with a focus on charting a path and reducing/eliminating barriers to completion. This initiative will be piloted in a large department or a college/school.

Rationale – While the UVU graduates an increasing number of students each year, the size of the senior class has continued to increase. Additionally, some students encounter barriers to completion including financial and job and family commitments. Much focus has been made

on first-year experience with accompanying improvement in student retention. Similar focus on the senior-year experience should improve completion rates.

Outcomes – Several outcomes are anticipated including a) less attrition for students within 20 percent of degree completion resulting in increased completion, b) reduction in number of semesters to complete program, and c) improved course offering options to support degree completion.

Assessment – For the pilot, students within 20 percent of degree completion will be identified in pilot department programs and in similar sized non-participating programs. Attrition rates and the numbers of semesters to complete final 20 percent of coursework will be evaluated for both groups with improvement expected for the participating programs.

Budgetary Plan -	Salaries, Wages & Benefits	\$80,000
	Operating Expense	<u>\$120,000</u>
	Total	\$200,000

Cyber Security and Information Management Programs
(Economic Development) **\$262,000**

Description – In 2012, UVU was awarded a \$3 million TAACCCT grant by the US Department of Labor to create the Cyber Security Career Pathways program to produce highly skilled workers in the field of cyber security. Through this grant, the Department of Information Systems and Technology is currently creating two programs: (1) a new Graduate Certificate in Cyber Security program and (2) a new emphasis Information Security Management for the existing BS in Information Systems. These programs will provide students with advanced technical and managerial knowledge of cyber security, preparing them for senior technical and leadership roles in the field. Funding is needed to sustain these programs and meet the student and industry demands.

Rationale – Cyber security and information security management are growing fields that are already critically in demand. Utah County is the home of, or a key venue for, some of the world leaders in IT Security Technology, including Symantec, Security Metrics, Solera Networks, Voonami/ ThinkAtomic, NetIQ, and the National Security Agency's largest Cyber Security Data Center in the world. The facility expects to hire between 300 to 500 federal positions, with an additional 1,000 to 2,500 positions moving into the Utah Valley area to support the facility. UVU's programs will prepare workers for these positions and other trained workforce deficits relevant to cyber security throughout the western United States.

Outcomes – The outcomes include the following:

- Hire experts to develop and teach courses in cyber security and information security management.
- Recruit and build regionally recognized programs in cyber security and information security management.
- Prepare highly qualified students to be hired into high-demand cyber security jobs.

Assessment – The cyber security and information security management programs will be assessed as follows:

- Student learning and satisfaction will be monitored. Evaluation criteria will be established to assure student learning, graduation levels, and post-graduation success.
- Employers will be surveyed to determine the program graduates readiness for cyber security management and senior technical roles.
- Enrollment, graduation, and placement trends will be monitored.

Budgetary Plan -	Salaries, Wages & Benefits	\$245,000
	Operating Expense	<u>\$17,000</u>
	Total	\$262,000

Innovate-to-Accelerate Initiative (Economic Development) \$202,500

Description – Expand innovation, sales, and training endeavors to accelerate small business growth, job creating, and government accountability and efficacy. This initiative seeks to implement, in a holistic manner, new or upgraded services located at UVU's BRC that will enable established small to medium sized enterprises (SME's) located in the Mountainland region to innovate, grow, and sell more effectively. These services will be established and maintained using faculty and students from UVU, along with established private sector partners with a track record of delivering high quality results in an efficient and cost effective manner. Specifically, the initiative will expand the Tech X and MFX Sales Accelerators and establish an Institute for Innovation (for both for-profit and non-profit organizations and connect with an enhanced Go To Market program utilizing the Nail It Then Scale It methodology.)

Rationale – Growth for SME's equates to increased revenues, which can also result in new jobs creation and the expansion of the tax base. This increase in revenue is driven by the introduction of innovation in the form of new products and services or entry into new marketplaces with existing (or slightly altered) products and services. Additionally revenues may be increased through more effective, and targeted, marketing efforts, and increasing the efficiency and effectiveness of the sales force as well as the associated sales processes.

Although some of these resources exist today, they are, at best, point solutions and not encapsulated in a robust, efficient process resulting in fragmentation and mixed results. An initial attempt to resolve these issues occurred with the establishment of the BRC. However, according to feedback from local businesses, colocation of service providers is only the first step in this process. This initiative seeks to build on the solid foundation that has been established at the BRC and implement missing components to provide an overall solution.

Assessment –

- Sales Training Center
 - 2-4 students per year with applied training while earning UVU credit.
 - 2 – Student job placements with \$50,000+ starting salaries.
- TechX and MfX
 - 20-40 companies per year receiving world-class revenue accelerator training.
 - Revenue increases and job creation.

- Institute for Innovation
 - Implementation of multiple class-based engaged learning projects.
 - Hosting of second annual campus-wide Innovation Contest.
 - Establishment of Mayor's Office of New Urban Mechanics driving innovation and applied research projects.

Budgetary Plan -	Salaries, Wages & Benefits	\$105,000
	Operating Expense	<u>\$97,500</u>
	Total	\$202,500

SALT LAKE COMMUNITY COLLEGE **\$1,168,800**

Student Advising Pathway (Completion) \$1,168,800

Description – This project will enhance student completion across SLCC campuses by including more intentional advising opportunities for students throughout their SLCC experience beginning with the college transition through completion. The student experience will be enhanced through advising at entrance, throughout a student's first year, at major declaration and program entry, and at completion (whether that be transition into the work force or transfer to a four-year college).

Rationale – Students who engage with advisors early and consistently throughout their college experience are more likely to persist and earn a college credential.

Outcomes –

- Year 1: SLCC will hire 15 new student advisors. These advisors will be trained in addressing specific milestones associated with the college student pathway including: college transition, first semester (0-15 credit hours), selecting a major, program advising, employment advising, and graduation transition.
- Year 2: Career and major exploration modules will be developed and implemented for undecided students who have completed between 16 and 24 credits.
- Year 3: Students who have completed 30 credits or more will be required to have a locked degree plan in DegreeWorks.

Assessment –

- Year 1: New advisors will develop core competencies as outlined in Academic & Career Advisor Training Objectives and obtain 85% proficiency on the Academic Advisor Assessment.
- Year 2: 50% of undecided students will participate in the career and major exploration modules. 75% of those who participate will declare a major before completing 30 credits.
- Year 3: 50% of students who have completed 30 credits or more will have a locked degree plan and will be on task to meet their plan.

Budgetary Plan -	Salaries, Wages & Benefits	\$975,000
	Operating Expense	<u>\$193,800</u>
	Total	\$1,168,800

STATE BOARD OF REGENTS/COMMISSIONER INITIATIVES**\$346,400**

The Office of Commissioner of Higher Education (OCHE) supports the State Board of Regents (SBR) governing board which advances the higher education goals of the state. To achieve collaborative outcomes, the Commissioner's Office provides leadership to promote innovation, planning, implementation, and assessment across all USHE institutions. The funds available to OCHE will be used to further the strategic goals of SBR through the following:

Professional & Technical Services (Participation) \$100,400

Description – Provide staffing and/or consulting services for additional USHE studies related to online tuition strategies, student fees, space utilization, economic impacts, and other studies supporting the 2020 financial forecast.

Rationale – These and other projects have been recommended by the Governor's Office, Legislative leadership, Regents, and USHE institutions. Additional resources will provide timely and thorough industry research for decision-makers, as policy and procedures are developed and implemented.

Outcomes – Provide additional analytical resources for Higher Education decision-makers.

Assessment – The number of completed research projects related to leadership requests.

Budgetary Plan – Operating Expense	\$100,400
Total	\$100,400

College Access Challenge Grant Replacement (Participation) \$71,000

Description – For USHE to reach the 66% 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. Projects may include; resources and programs associated with increasing awareness of college opportunities, planning, financing options (including activities associated with financial literacy), FAFSA completion, and outreach activities for students who may be at risk of not enrolling in or completing college. In addition, developing and delivering professional development events, resources for school counselors, and outreach/access personnel.

Rationale – Funding would allow the retention of one FTE after the grant concludes. This federal grant has been instrumental in helping the USHE maintain capacity and momentum toward increasing academic and financial preparation so more Utah citizens might more fully participate in postsecondary education. Staff retention will provide continuity with established programs and efforts.

Outcomes – Continued outreach and support of secondary students in preparing for and succeeding in postsecondary education.

Assessment – Number of projects and activities completed with satisfaction and effectiveness.

Budgetary Plan – Compensation	<u>\$71,000</u>
Total	\$71,000

Presidential Searches (Participation) \$25,000

Description – Due to the higher than normal presidential replacements currently in process or pending, this request will supplement operating and associated costs.

Rationale – Presidential replacements would normally occur about once a year. In the calendar year 2013, there were two replaced (WSU, SUU), with the announcements of three more (SLCC, DSU, and Snow) to occur in calendar year 2014.

Outcomes – Successfully hire qualified candidates.

Assessment – The number of completed presidential searches.

Budgetary Plan – Operating Expense	<u>\$25,000</u>
Total	\$25,000

Institutional Research (Economic Development) \$150,000

Description – The Institutional Research (IR) role within OCHE examines institutional functions (educational, administrative, and support) in their broadest definitions, and embraces data collection and analytical strategies in support of decision-making. IR also maintains a statewide longitudinal database of postsecondary education that provides tools and analyses.

Rationale – In order to maintain participation levels, OCHE requests the funding of one FTE to provide data management, data validation, and reporting requirements that utilize data within the USHE longitudinal database.

Outcomes – Improve communication and data sharing with USHE institutions and outside agencies by better leveraging technology, and facilitating access to USHE data resources.

Assessment – Measures may include the success of policies, programs, services, effectiveness, efficiency, quality of education, and career employment preparation.

Budgetary Plan – Compensation	\$100,000
Operating Expense	<u>\$50,000</u>
Total	\$150,000

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE - 2020 Financial Forecast (25-35 Year Olds)

Background

Since July 2012, the Board of Regents and Utah System of Higher Education have focused on the cohort of ages 25-35 for the "Big Goal" of 66% by 2020. During the September 2013 Board of Regents meeting, the **USHE 2020 Financial Forecast** that demonstrates the resources needed to reach 66% of the adult population (up to age 65) having some form of post-secondary education credential by the year 2020, was approved. With a more focused effort towards reaching the goal for the 25-35 age cohort, another version of the 2020 Financial Forecast, more specifically targeting the 25-35 age group, has now also been created.

Issue

Focusing on student's ages 25-35 significantly changes the number of cumulative degrees and certificates required to meet the 66% goal, dropping the total from 371,400 to 336,950 (ten year period from 2010-11 through 2019-20). Other significant changes include:

- 1) Total funds in 2019-20 to reach 66% by 2020 changes from \$2.8B to \$2.4B.
- 2) Average annual FTE enrollment increase required goes from 8% to 3.9%.
- 3) Average annual increase of degrees and certificates required changes from 8% to 3.5%.
- 4) Increased efficiency and current tax and tuition mix charts adjust lower.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the 25-35 year old version of the USHE 2020 Financial Forecast to demonstrate the resources needed to reach 66% by 2020 for this specific age cohort.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment

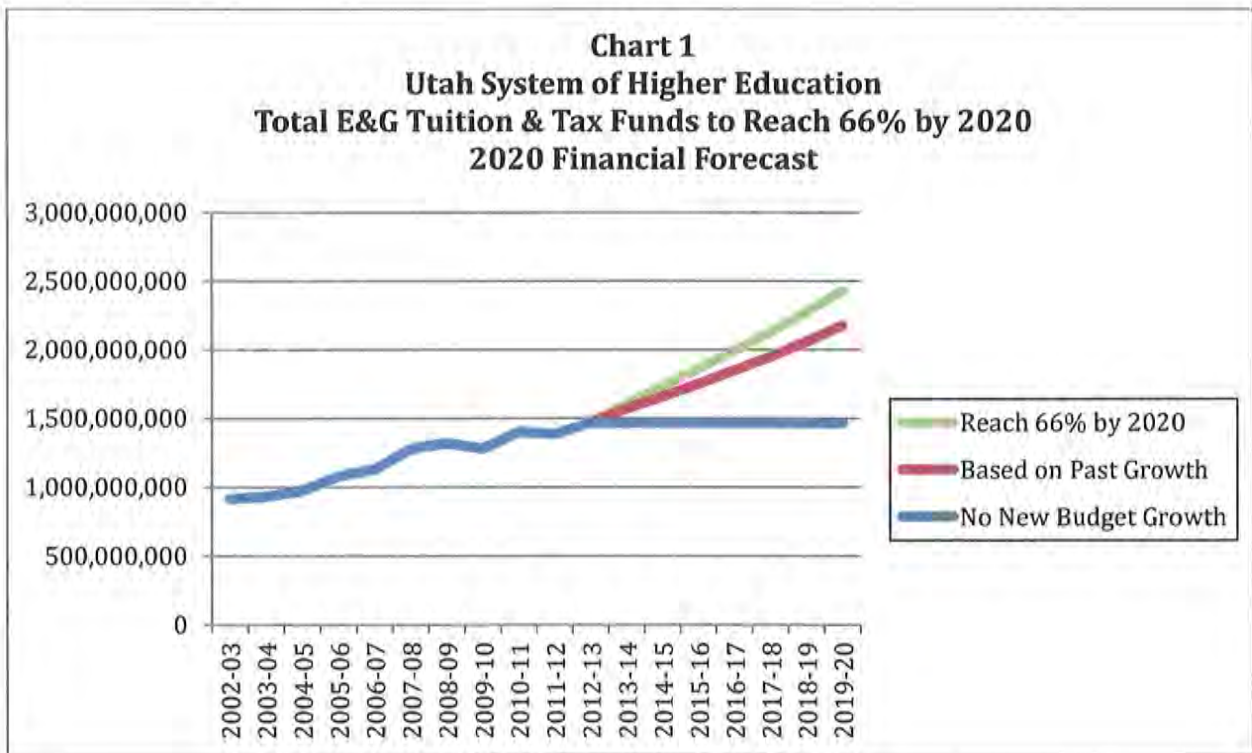




**Utah System of Higher Education
2020 Financial Forecast: 25-35 year olds Model
January 15, 2014**

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

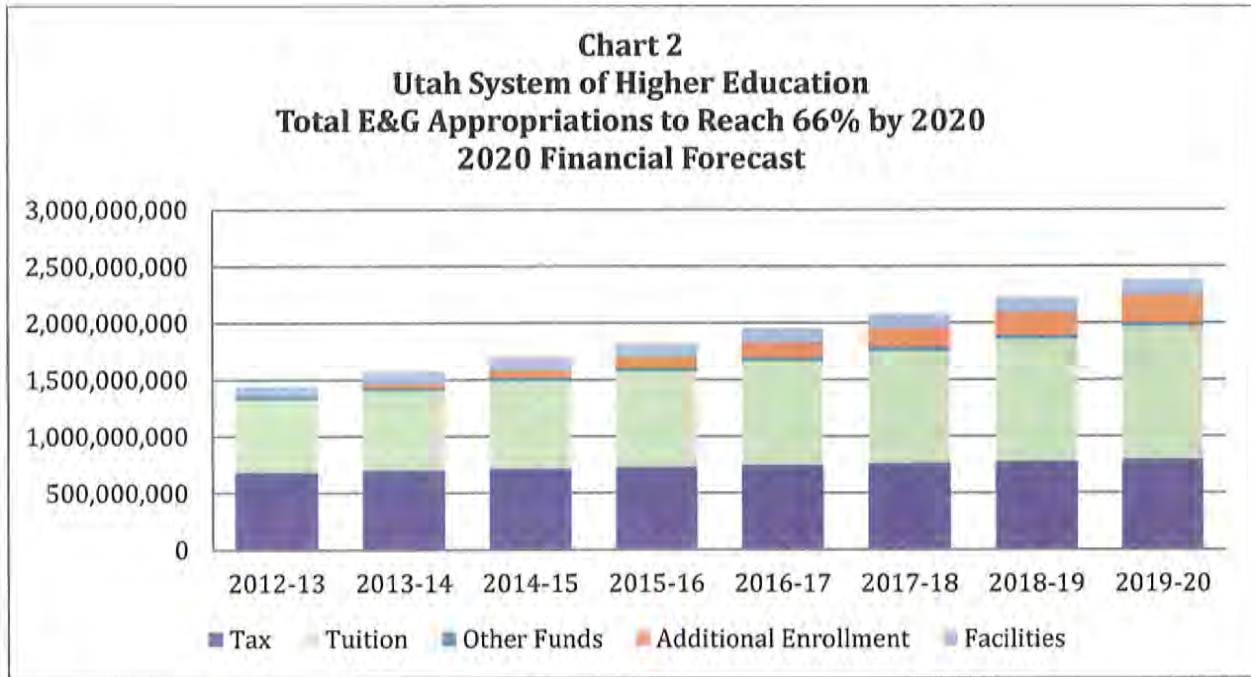
USHE 2020 Financial Forecast (Chart 1): Depicted are the estimated Education and General (E&G) enrollment expenditures of [primarily] tax and tuition funds needed to fund future growth. Displayed are, Actual Expenditures up to FY 2013 and then; a flat budget (**blue** line); estimates based on past growth (**red** line); and estimates to reach the goal of 66% by 2020 (**green** line). These lines serve to demonstrate the financial resources needed to serve current and additional number of students under various scenarios.



Future Appropriated Expenditure - If past trends continue, total USHE appropriated expenditures (state tax funds and tuition) will increase from \$1.5B in fiscal year 2013 to approximately \$2.2B in fiscal year 2020. In order to be able to increase capacity to reach the 66% goal, USHE appropriated expenditures (tax and tuition funds) will need to

UPDATE FOR BOARD OF REGENTS

increase from \$1.5B in fiscal year 2013 to approximately \$2.4B in fiscal year 2020. Capacity increases are needed to expand the number of faculty and student support staff, expand technology resources, and provide additional capital facilities to accommodate more students. **Chart 2** provides detail by source. Tax and tuition funds demonstrate estimated increases based on past growth. Additional enrollment (shown in orange) would also include a mixture of tax and tuition funds.

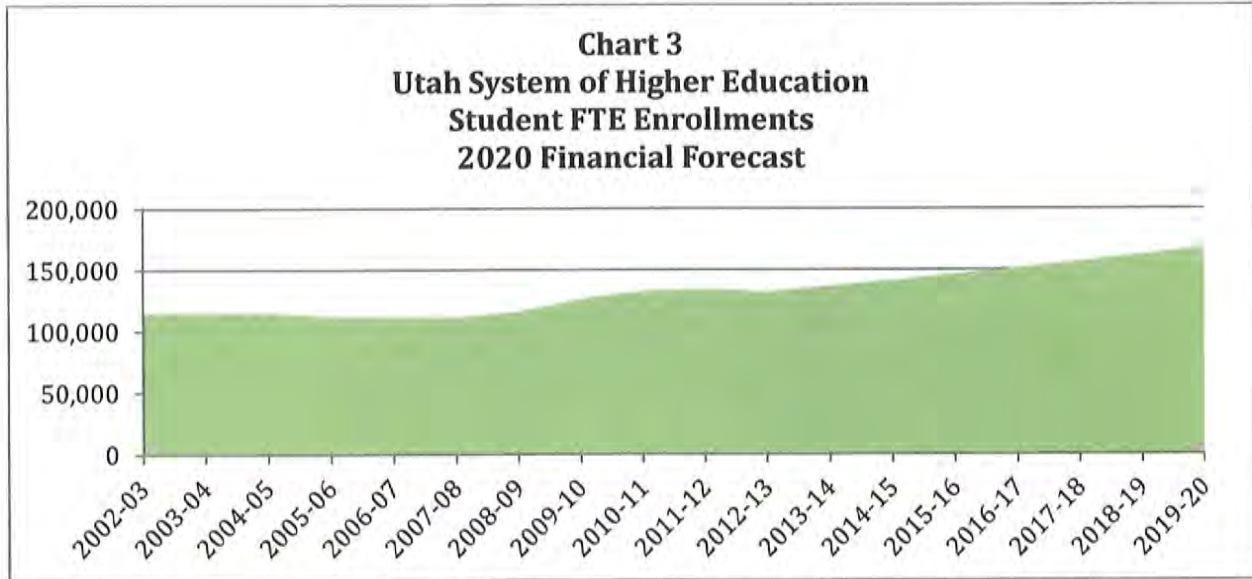


Methodology - Ratio analysis estimates and assumptions of future appropriated financial resources (primarily tax and tuition funds), are based on the needs of USHE to provide educational opportunities to students; based on (1) past growth and estimated inflation factors and (2) estimated additional student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

Assumptions - Operating expenditure growth is based on average growth for the last 10 years (2% tax funds and 6% tuition fund increases, the amount needed in tuition increases could be decreased by additional increases in state tax funds). Capital development, improvement & infrastructure expenditures increase by 4% annual inflationary factor (DFCM). To reach 66% of the 25-35 year old adult population having some form of post-secondary education credential by 2020, student FTE Enrollment growth at USHE would need to increase an average of 3.9% annually at current levels of completion.

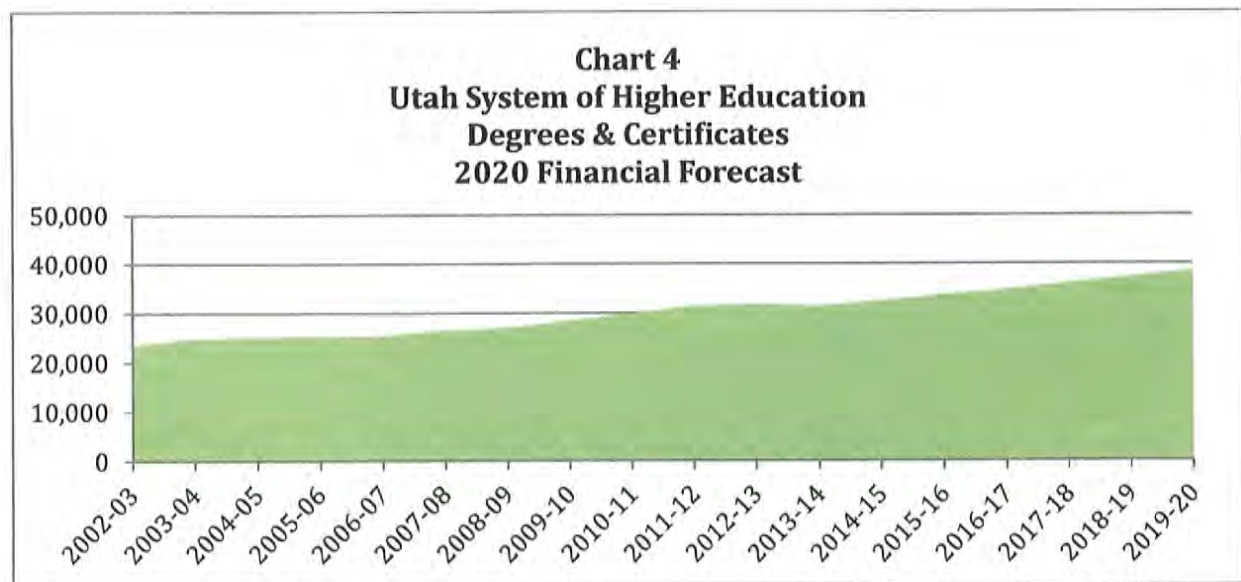
Student Full Time Equivalent (FTE) Enrollments (Chart 3)

Annual full time equivalent (FTE) enrollment growth to reach 66% would need to increase by approximately 3.9% each year, from 131,836 in 2012-13 to 167,848 in 2019-20. This would be an increase of 36,012 or 27%.



Degrees and Certificates (Chart 4)

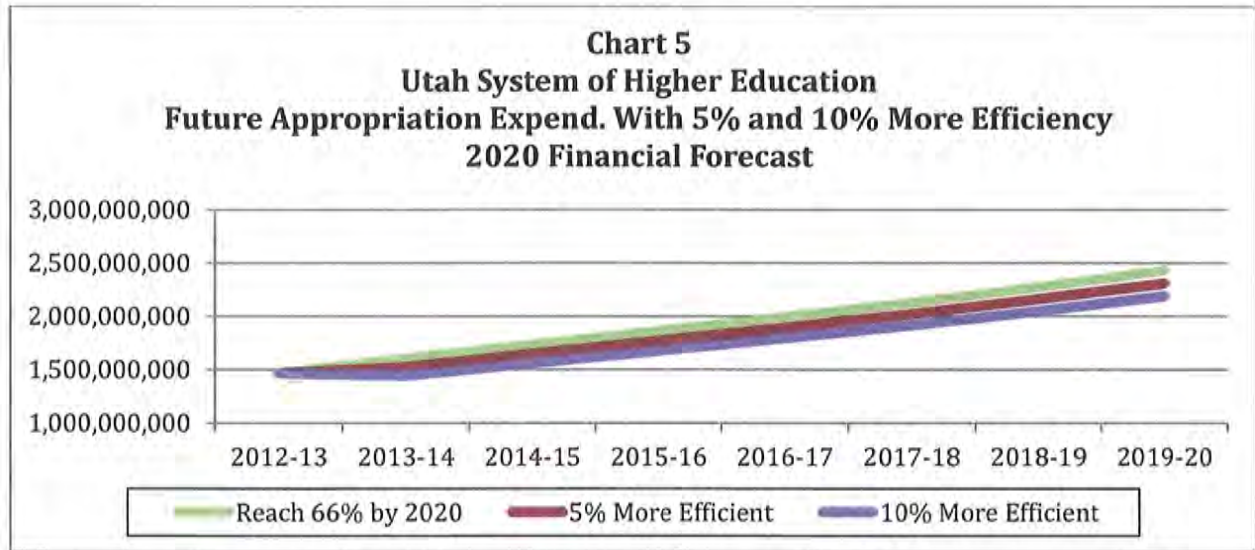
Student degrees and certificates awarded would need to increase an average 3.5% per year, to reach 66% by 2020. This is an increase in annual awards from 31,741 in 2012-13 to 37,570 by 2019-20.



UPDATE FOR BOARD OF REGENTS

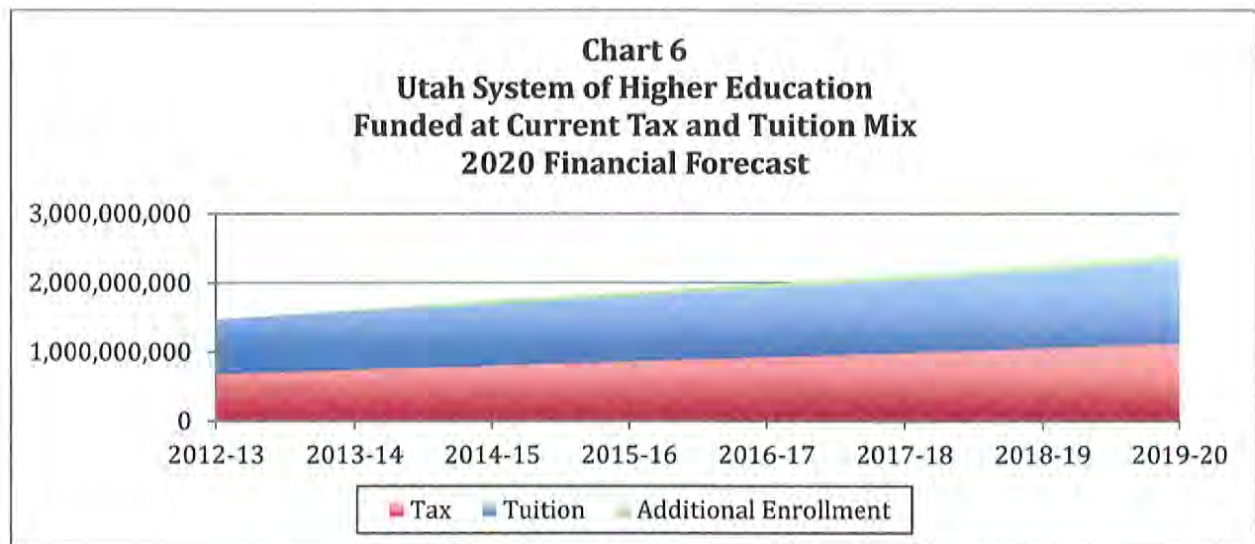
Scenario 1: Future Appropriated Expend. With 5%, 10% More Efficiency (Chart 5)

USHE appropriated expenditures with a 5% reduction in cost associated with achieving the 66% goal would see a reduction from \$2.4B to \$2.3B in fiscal year 2020. Likewise, a 10% reduction would decrease to \$2.2B. Efficiency may also be increased by improving the yield of graduates per FTE student through greater completion.



Scenario 2: Funded at Current Tax and Tuition Mix (Chart 6)

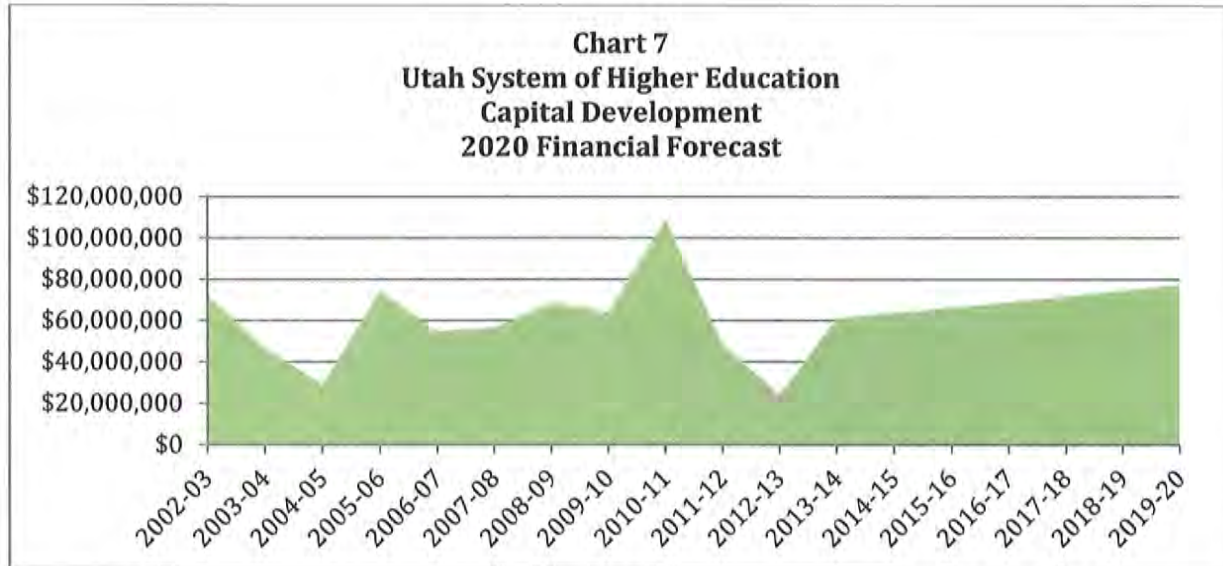
If future costs were funded by the current mix of state tax and tuition funds, overall tuition revenue from enrollment increases would average 3% and from rate increases of 6%, for a total revenue increase of 9% annually. Likewise, state tax fund revenue would increase an average of 9% annually.



UPDATE FOR BOARD OF REGENTS

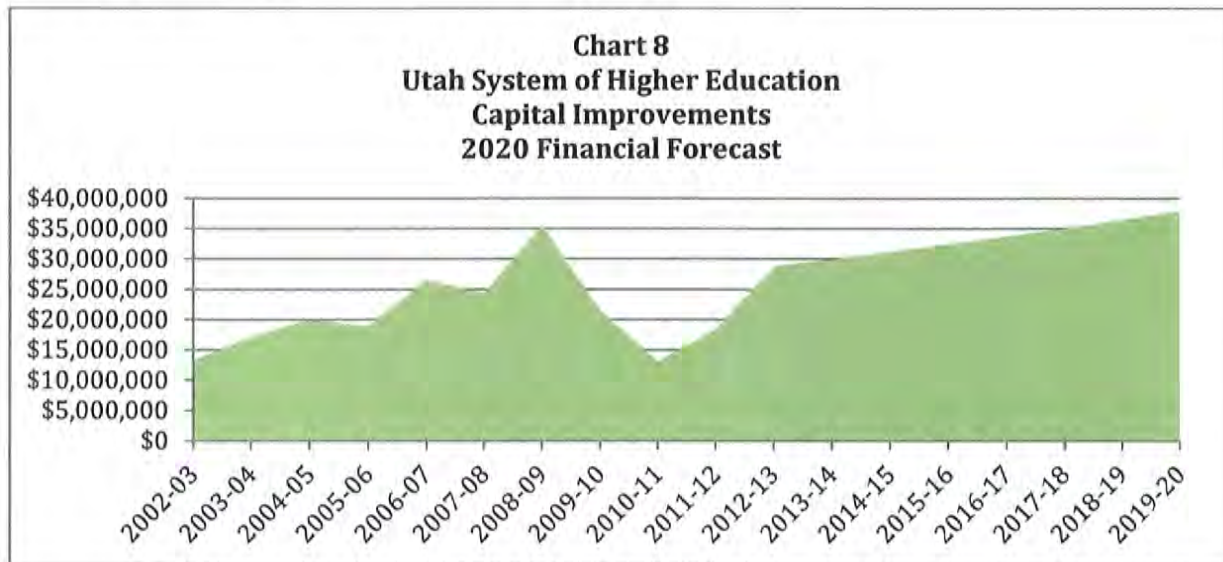
Capital Development (Chart 7)

Funding for Capital Development Projects: Included are new facilities with construction costs of \$500,000 or more; remodeling or utility projects costing of \$2.5M 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 8)

Funding for facilities remodeling, replacement, site, and utility project costs less than \$2.5M; or new construction costs 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).



UPDATE FOR BOARD OF REGENTS

Summary

Increasing the number of 25-35 year olds with a college degree or certificate from 43% to 66% (23%) is significant and will require substantial resources. USHE appropriated expenditures (tax funds and tuition combined) would need to increase from \$1.5B to \$2.4B. If future costs were funded 100% by the current mix of tuition and tax funds, tuition revenues from enrollment increases would average 3% with rate increases of 6% for a total increase of 9% annually and tax funds increase would average 9% per year.

With the same enrollment-to-completion yield, FTE enrollment would need to increase 3.9% each year to 167,848 students in 2019-20; an increase of 36,012 or 27% above 2012-13. Institutions will continue to apply resources to target areas of retention, completion, and capacity that will increase efficiency of degree attainment. To the extent this combination of factors increases the completions yield, the number of required additional student enrollments might be reduced, and efficiency gains would lessen the cost increases.

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.

This forecast and its modeling assumptions are designed to be instructive in understanding the long-term needs and projected costs associated with increasing completions to 66% for 25-35 year olds by 2020. Specific line item funding requests such as mission-based, performance, enrollment, compensation, etc. may be used to further refine allocations.

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah - MBA Online Program Tuition 2014-15

Background

Beginning fall 2014, the University of Utah will offer its nationally recognized Professional MBA program completely online. The online format will include the same program and course requirements as the traditional on-campus Professional MBA program, hereafter referred to as the "MBA Online Program." The current total program tuition and fees based on 2013-14 rates (48 credit hours over 6 semesters), is \$50,400, with a projected 2014-15 amount of \$55,200, or \$9,450 per semester in the Fall and Spring, and \$6,300 per semester in the summer. This is comparable to the University of Utah's non-resident tuition and fees for a general graduate program (\$9,705 per semester). The higher non-resident tuition rate is not charged during summer semesters.

Issue

This proposal is to request that all students enrolled pay the same tuition rate regardless of residency status, which requires an exception to Regent policy R510-4.1 "...Alternative tuition schedules for on-line courses may be authorized by the Regents on a case by case basis." The generally understood purpose of non-resident tuition is to cover the full cost of attendance—without a state taxpayer subsidy—and it is the University's position that the amount of tuition proposed covers the full cost of this program, this seems appropriate. A quick survey of institutions by the Commissioner's Office finds a variety of practices regarding non-resident tuition for fully on-line programs.

By allowing the same tuition rates for both resident and non-resident students, the MBA Online Program can be priced below similar programs offered by peers, and maintain marketplace with competitors. The projected participation of new in-state and out-of-state professionals looking for a flexible online format, will assist with current enrollment declines, and provide additional revenue for faculty and program support. This proposal was approved on December 10, 2013 by the University of Utah Board of Trustees for recommendation to the Board of Regents.

Traditionally, new tuition schedules are presented for approval during the March Regents' meeting after the conclusion of the Legislative session. Considering the urgency of the MBA program's marketing campaign, the request is presented at this time.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the University of Utah Professional MBA Online program request, to set the same tuition rate for both residents and non-residents beginning fall 2014. The Commissioner further recommends that the Board direct the Commissioner's Office to undertake a thorough study of on-line tuition, including for Utah resident and non-resident students, and provide a report to the Board including any recommended policy changes.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment

Institution Submitting Request: University of Utah
Currently Approved Title: Professional MBA (MBA Online)
School or Division or Location: David Eccles School of Business
Department(s) or Area(s) Location: Executive Education
Current Classification of Instructional Programs (CIP) Code (for existing programs): 52.0201
Institutional Board of Trustees' Approval Date: 12/10/2013

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to the submitting this request to the Office of the Commissioner.



Signature

January 10, 2014

Date

Ruth Watkins

Printed Name

University of Utah
Masters of Business Administration-Professional MBA (MBA Online)
12/09/2013

Section I: Request

An online format of the current Professional MBA program will be launched in fall 2014. It is proposed that all students enrolled in the online program will pay the same tuition rate, regardless of residency status.

Section II: Need

In the 2013 edition of *Bloomberg Businessweek's* MBA rankings, both the Executive MBA and Professional MBA programs at the David Eccles School of Business were recognized as top 40 MBA programs in their respective categories. Beginning in fall 2014, the University of Utah's David Eccles School of Business will launch an online format of its Professional MBA program, hereafter referred to as the MBA Online program. The MBA online will be complementary to the existing two offerings by allowing the University of Utah to offer a high-quality MBA program to a wider audience.

The current lack of an online MBA option has already had a negative impact on the University of Utah's MBA programs. Recently, there has been increased competition from out-of-state schools, such as Arizona State University and Northeastern University, attracting in-state Utah professionals looking for a flexible, online MBA format. Over the last several years, the University of Utah has experienced a decrease in part-time and full-time MBA enrollment due to this lack of an online MBA offering.

As mentioned previously, the MBA Online is the same program as the existing Professional MBA, except it is offered entirely online. The MBA Online format will contain the same course requirements, credit hours, and tuition and fees, including Graduate Tuition & Mandatory Fees, Business Differential Charge per Credit Hour, Program Fee per Credit Hour, and Program Fee Tier II, as our traditional, on-campus Professional MBA program. This pricing puts the MBA Online in line with other competitor programs.

Table I
2013-14 Online MBA Competitor Tuition

<u>Institution</u>	<u>Online MBA Tuition</u>
University of Texas-Dallas	\$42,240
University of Utah	\$50,400
Arizona State University	\$54,600
University of Indiana	\$58,395
Penn State University	\$59,312
Northeastern University	\$69,250
Thunderbird	\$69,800
University of North Carolina	\$93,500

With the annual rise in tuition around 7%-12% it is anticipated that starting tuition for the MBA online program will be around \$55,200. This will still put the University of Utah program well below many peer programs. Future increases will be expected, based on program costs and market conditions.

With the online expansion of this program into other states, it is anticipated that there will be a significantly larger percentage of non-resident students enrolled in the MBA Online. Traditional, on-campus resident and non-resident students put the same demands on University facilities, parking, state roads, and resources. However, online students participate in the program from home or other places of convenience which does not have the same impact on University and state resources. The current University of Utah non-resident tuition schedule would dictate that these non-resident MBA Online students would pay a total tuition and fees rate of nearly \$40,000 more than a resident student.

**Table II
Current Resident vs. Non-Resident MBA Online Rate
Based on 2013-2014 Tuition and Fee Rates**

Credits	Resident Tuition & Fees	Non-Resident Tuition & Fees
9	\$9,450	\$18,900
9	\$9,450	\$18,900
6	\$6,300	\$6,480
9	\$9,450	\$18,900
9	\$9,450	\$18,900
6	\$6,300	\$6,480
Total	\$50,400	\$88,200

Since online students use fewer resources, the proposed rate would make both non-resident and resident tuition the same. This precedent has already been established by Utah State University's Online Course Tuition. Students participating in Utah State University's Distance Education Program, pay the same rate regardless of residency status (see <http://distance.usu.edu/future-students/tuition.cfm> for schedule details). This model is also common practice among schools' offering an online MBA program, including Arizona State University, University of Indiana, Penn State University, and the University of North Carolina.

Section IV: Institutional Impact

The growth of online MBA programs in recent years has been rapid. When looking at enrollment numbers of public, accredited institutions, it can be seen that the online format significantly increases the total MBA enrollment. It is anticipated that this will have the same impact on the University of Utah.

**Table III
Online MBA Enrollment in Public, Accredited Institutions**

<u>Institution</u>	<u>Online MBA Enrollment</u>
University of Indiana	682
Arizona State University	520
Penn State University	747
University of Texas-Dallas	1053
University of Florida	309

A new non-resident schedule for MBA Online students will make the University of Utah's program much more competitive in the online MBA space. With the current marketing efforts of institutions like Arizona State University

in Utah and surrounding states, it is important for the University of Utah to maintain a competitive program cost. The current model would price many students, including University of Utah alumni living out-of-state, from pursuing the online format.

Table IV
University of Utah vs. Arizona State Tuition Rates
Based on 2013-2014 Tuition and Fee Rates

Tuition Rates	University of Utah (Current Rate)	University of Utah (Proposed Rate)	Arizona State University
Resident On-Campus Professional MBA Program	\$50,200	\$50,200	\$53,600
Resident MBA Online Program	\$50,200	\$50,200	\$54,600
Non-Resident MBA Online Program	\$88,200	\$50,200	\$54,600

The MBA Online program would be at a significant marketplace disadvantage if the current non-resident policy were to remain the same for online students.

Section IV: Finances

The long-term growth of the MBA Online program will significantly increase the revenue to the University of Utah's David Eccles School of Business, in turn creating a positive impact on both graduate and undergraduate students. It will allow the school to maintain and increase the number of tenure track and academically qualified faculty in our graduate and undergraduate classrooms. This will continue to allow the school to provide a rich academic experience for our students and expose them to state of the art research concepts that will be beneficial throughout their careers.

The additional faculty will also allow us to have more engagement in overall curriculum decisions and development. Tenure track faculty members bring the benefit of experiences at other top business schools that can be incorporated into our educational programs. This is a critical time for business education with rapidly changing requirements in the business world. It is very important for us to provide students with the preparation to be successful.

January 15, 2014

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

At the November 2013 Board of Regents meeting, Southern Utah University (SUU) officials updated the Board on a New Market Tax Credit (NMTC) financing option that SUU intends to use to procure approximately \$3.4 million of capital funding for the Shakespeare Festival Project. This project is a component of the Board approved Southern Utah Center for the Arts Project. SUU is now seeking approval to proceed with this previously introduced financial proposal.

Background

The specific opportunity available to SUU for the new Shakespeare Festival facility involves a \$4,850,500 investment by U.S. Bancorp (USB), which combined with \$10,149,500 of SUU project funds, creates a \$15 million "Qualified Equity Investment (QEI)" on which USB qualifies for the NMTC.

The \$4,850,500 USB equity contribution will cover the following estimated costs:

CDFA Placement Fee	\$375,000
Audit, Compliance, and Asset management Fees	600,000
Legal and Accounting Fees	<u>495,000</u>
Total Fees	\$1,470,000

The estimated remaining balance of \$3,380,500 and the SUU contribution of \$10,149,500 are then available to the Utah Shakespeare Theatre Foundation for construction of the project.

The primary elements and documents included in the proposal are:

- The IRS regulations that are specific to NMTC programs require that the facility be built and owned by a private foundation that is not controlled by SUU. That foundation is the Utah Shakespeare Festival Foundation (USFF) whose membership includes two members appointed by SUU and three members who are independent community members. The facility will be built under the

direct supervision of DFCM and under the terms specified in the Development Services Agreement to be executed.

- A **ground lease** with USFF for 60 years at \$1.00 per year for the ground on which the facility is to be built. Upon any termination date of the lease the unencumbered title to all improvements, furnishings, fixtures, and equipment shall transfer to the University.
- A **building lease** wherein USFF leases the facility to SUU for 20 years with 8 five-year renewals at the amounts specified in the contract. Upon termination of the lease the unencumbered title to all improvements, furnishings, fixtures, and equipment transfer to SUU.
- The key document in the arrangement is the **Investment Put and Call Agreement** under which at the end of seven years, at which time U.S. Bancorp will have received all of the applicable tax credits, will exercise the "Put" provision. SUU will then pay the "Put" price, estimated to be approximately \$1,000, that will terminate the notes and leases and the complete and unencumbered title of the facility will revert to SUU. If, for any reason, the "Put" is not executed, SUU, by exercise of the "Call" provision, can purchase from the lender all of its remaining interest and ownership in the QEI fund for an amount equal to the fair market value at the time, which is anticipated to be negligible.

The attached letter from SUU provides additional information about the multiple contractual agreements that are required to complete this rather complex arrangement. They involve a combination of leases and contractual agreements among multiple entities, all of which are under review by attorneys from the Office of the Attorney General for compliance with state law and by the law firm of Jones Waldo, appointed by the Attorney General's Office to provide legal counsel to the State of Utah, with regard to federal tax matters related to this transaction. This work continues and, presuming clearance from the Attorney General's Office prior to the Regent meeting, letters from both the Office of the Attorney General and Jones Waldo will be provided to Regents at the meeting. Should work not yet be completed by the January Board meeting, this agenda item will be pulled until a later date.

Officials from SUU will be in attendance at the meeting to present this proposal and respond to questions.

Commissioner's Recommendation

Presuming appropriate legal assurances are in hand, the Commissioner recommends that the Board authorize SUU to execute the final documents of the NMTC funding proposal for the new Shakespeare Festival Facility and to report back to the Board the final details of the transaction.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

January 2, 2014

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

Dear Commissioner Buhler:

Southern Utah University received Regents' approval to pursue a financing method that would net the Shakespeare Theater Project approximately \$3.5 million in funding through the use of New Market Tax Credits (NMTCs) that are allocated by the United States Treasury Department. The program is administered by the Internal Revenue Service. This letter outlines the specific documents that involve SUU, the Utah Shakespearean Festival Foundation, the Utah Shakespeare Festival and DFCM to effect this receipt of funds. Each document will be executed in order to complete the various transactions that will result in that amount of funding for the construction of the new Utah Shakespeare Festival theatre and related structures. The following is a list of those documents with short descriptions of terms that are significant to the Regents' approval. Each item makes reference to an exhibit that contains the full document (attachments to this letter). These documents are all in DRAFT mode and will be revised by review and final data at the time of closing. Please note that while there is agreement on the terms of these documents and no substantive changes are anticipated, final financial numbers may vary slightly by the closing date.

**Southern Utah University
New Market Tax Credits Funding Document Summaries**

Ground Lease Summary (Exhibit A)

Landlord: Southern Utah University

Tenant: Utah Shakespeare Festival Foundation

Rent Amount: \$1.00 per Lease Year

Term: 60 Year Lease; commencing on January 1, 2014

Summary: The University, as owner of the land where the Center for the Arts project (more specifically the Shakespeare Theater and Administration Building) will be constructed, agrees to lease the real property upon which the facilities will be constructed to the Utah Shakespeare Festival Foundation for the period of 60 years. Upon any termination date of the lease, unencumbered title to all improvements, furnishings, fixtures, and equipment shall transfer to the Southern Utah University.

Note: For the purpose of this financing, the Foundation's articles are being amended to provide for a five member board, two of whom are affiliated with SUU (the President and the Finance VP), and three who are community members. This is to comply with the requirements of the Counsel to the U.S. Bancorp Community Development Corporation, the NMTC investor.

Building Lease Summary (Exhibit B)

Lessor: Utah Shakespearean Festival Foundation (the owner).

Lessee: The Utah Shakespeare Festival (the tenant) which is a division of Southern Utah University.

Rent Amount: \$147,714 per year through year 7 then \$719,713 per year through year 25.

Term: 20 Year Lease; commencing on January 1, 2016; plus 8 five-year renewals at fair market rental rates. These terms are consistent with the 60 year term of the ground lease.

Summary: The Utah Shakespearean Festival Foundation, as owner of the building, (more specifically the Shakespeare Theater and Administration/Production building) agrees to lease the land and building to the Utah Shakespeare Festival (a department of the University) for the purposes of performing Shakespeare productions and other plays, and housing Shakespeare Festival personnel, for a period of 60 years. This lease shall constitute a "triple net" lease, where the lessee is responsible for all expenses (taxes, utilities, operating costs, O&M, etc.) related to the property for the term of the lease.

Leverage Loan Agreement (Exhibit C)

Leverage Loan Borrower: USFF Investment Fund, LLC is an entity owned by U.S. Bancorp Community Development Corporation, the NMTC Investor. USFF Investment Fund is also referred to as the CDE in some instances.

Leverage Loan Lender: Southern Utah University.

Loan Amount: \$10,149,500. On the closing date, the entire loan amount will be disbursed into a restricted account, which will be used to make a portion of the QLICI loan that will go to the Utah Shakespeare Festival Foundation (see below). The QLICI loan is comprised of the funds from SUU and the investor.

Term: 30 Year Loan; commencing on March 20, 2014

Interest Rate: 1.39155% annual rate (imputed)

Maturity Date: February 29, 2044

Payments: Quarterly interest only for installments in the amount of \$35,308.84 through the initial loan period (March 20, 2021). Quarterly interest and principal payments would occur

after that through the maturity date to fully amortize the loan. Payments are not anticipated beyond the initial seven years of the project.

Fund Pledged Collateral: Pursuant to the Pledge Agreement, Fund Borrower pledges as Fund Loan Collateral its 99.99% membership interest in Alliance Finance Fund 4, LLC .

QLICI Loan Agreement (Exhibit D)

Borrower: Utah Shakespearean Festival Foundation

Lender: Alliance Finance 4, LLC (The CDE)

Loan Amount: \$14,625,000 (\$15M less fees). \$4,855,500 comes from the investor, and \$10,149,500 comes from the leverage loan lender.

Term: 30 Year Loan; commencing on March 20, 2014

Interest Rate: 1% annual rate

Maturity Date: February 29, 2044

Payments: Quarterly interest only installments in the amount of \$36,562.50 for the first seven years. Quarterly principal and interest payments commencing on March 20, 2021 through maturity date to fully amortize the loan. The project will close after the initial seven years.

Covenants: Besides being subject to the normal construction loan type agreements, the borrower must comply with certain covenants that are part of the NMTC program, which are found in Section 7.32 of the QLICI Loan Agreement. Generally, these pertain to activities that are required or prohibited, such as converting the project from a theater to a tattoo or massage parlor, and which are under the control of SUU, because SUU has exclusive rights to use the project pursuant to the building lease.

Pledge Agreement (Exhibit E)

This agreement between Southern Utah University (SUU) and USFF Investment Fund, LLC (Investment Fund) creates a first position security interest in all assets (collateral) of the Investment Fund for SUU (the lender). This agreement, the Land Lease and the Building Lease provide security for SUU issuing the leverage loan to the project.

Development Services Agreement (Exhibit F)

This is an agreement between Southern Utah University (referred to as the developer for the purposes of this agreement) and the Utah Shakespearean Festival Foundation (the owner). It establishes a relationship between the developer and the owner for the oversight and construction of the project using the same processes as would exist with any state agency. The developer will execute an agreement with DFCM to provide the same services as with any other facility construction on the SUU campus.

Investment Fund Put and Call Agreement (Exhibit G)

The "PUT" and "CALL" agreement between the U.S. Bancorp Community Development Corporation (investor) and Southern Utah University (leverage lender) stipulates conditions and timing of a "PUT" provision and a "CALL" provision. The "PUT" provision requires the leverage lender to purchase the investor's interest in the investment fund for the sum of \$1,000. Upon the completion of the "PUT" option the investor transfers all rights and titles in the investment fund to the leverage lender. In the event that the investor does not exercise its "PUT" option, the "CALL" provision provides the leverage lender the option to purchase (the CALL) from the investor all of its interest and ownership in the investment fund for an amount equal to the fair market value of the Investor's interest in the fund at the "CALL" date. The Investor's interest will be valued by an independent appraiser who will estimate the net present value of the assets minus the liabilities, calculated at the "CALL" date. In either case the leverage lender must also pay the amount of damages, if any, to the NMTC investor that are owed to the NMTC investor under the Guarantee Agreement (described below).

Unconditional Guaranty of New Markets Tax Credits, Put Price and Environmental Indemnification (Exhibit H)

This document details an agreement between the Utah Shakespearean Festival Foundation, (QALICB) and U.S. Bancorp Community Development Corporation (Investor) wherein the QALICB guarantees compliance with the provisions of the United States Treasury and IRS rules and regulations that qualify the Investor's investment for the New Market Tax Credits. It stipulates conditions that would require the QALICB to indemnify the Investor for any disqualified Tax Credits, the "PUT" price if not paid by the Lender, and any damages due to environmental issues.

The conditions that would result in a recapture of the Tax Credits for which the QALICB would be liable are specified in the covenants in the QLICI Loan Agreement (as described above) and pertain to activities that are prohibited; for example, converting the project from a theater to a tattoo or massage parlor. This is easily guaranteed.

The Put Price Guarantee covers an event wherein SUU (the lender) does not pay to the Investor the "PUT" price, estimated to be approximately \$1,000, that will terminate the notes and leases; restoring complete unfettered title to the land and buildings to the Lender. There is no foreseeable condition where SUU would not pay the "PUT" price.

Summary

The expectation and plan is that, at the end of seven years, the investor will have received the NMTCs in full and will exercise the "PUT" provision, and all documents, notes, leases and titles will transfer back to SUU and the structure will be closed. If, for any reason, the "PUT" is not executed, SUU can exercise the "CALL" provision that will have the same effect.

SUU requests authorization to enter into the various contracts, leases and other agreements to effectuate the issuance and awarding of NMTCs as outlined. Final documents and closing is anticipated to take place in April 2014.

Thank you for the enormous effort by you and your staff in reviewing and evaluating the merits of this financing opportunity for the Shakespeare Theater Project and for Southern Utah University.

Sincerely,

A handwritten signature in blue ink, appearing to read "Dorian G. Page". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dorian G. Page, CPA

Vice President Finance & Administration

Cc: President Rich Kendell

Dr. Gregory L. Stauffer, Associate Commissioner
for Planning, Finance & Facilities

Ralph Hardy, Assistant Commissioner for Facilities Planning

Tom Berggren, Jones Waldo

Mike Carter, Assistant Attorney General

Kevin Olsen, Assistant Attorney General



Questions and Responses Regarding SUU NMTC Financing Proposal

- 1. Why couldn't SUU simply raise the funds through private gifts to build the facility?

This non-state funded project is really remarkable especially given the size and scope of Southern Utah University. The fund raising effort has been without precedent. Approximately \$ 30.0 million (exclusive of the NMTC funding) has been raised from private and public sources. If there were another \$3.5 million from donors readily available to us, we certainly would have secured such funding. We will continue our fund raising efforts, but time is of the essence and further delays in launching this project will harm the project and our ongoing fund raising efforts.

- 2. What is the estimated composition of the US Bank \$5 million "investment?"

- a. Project Investment \$3.5 million
b. Transaction Costs \$1.5 million

- 3. Why are the "transaction" costs so high (30% of US Bank investment)?

- a. Placement Fee \$375,000

This is a "finders fee" for the CDFA (Allocator) of the NMTCs in the state of Utah. They spend a great deal of time and effort to qualify to receive tax credit authorizations and then oversee the allocation of credits for the term of the project (estimated at seven years). They have completed several successful projects in the State. This fee is not negotiable.

- b. Audit/Compliance/Asset Management \$ 600,000

This covers all the required compliance issues for the term of the NMTCs, including an annual audit and tax return. It also covers the cost of managing the financial structure for the seven year period. This is an estimated budget based on the experience of other projects. Compliance is an important aspect of dealing with the IRS which oversees these projects.

- c. Legal and Accounting \$ 495,000

This is the estimated cost of Legal and Accounting services related to setting up the financing structure to comply with IRS regulations related to the NMTCs. We have been required to appoint specialized attorneys and accountants that have expertise in the field of NMTCs. The actual process for securing and managing NMTCs is complicated and all parties want to have competent legal counsel.

Total \$1,470,000 (estimated)

4. Why does SUU have to put \$10 million into the deal?

The total project (Theater) is equal in cost to the approved NMTC investment (\$15M). The total project will be constructed through the financing structure required by the NMTC's regulations. The project requires at least two parties—a private sector investor (US Bank) and a leveraged lender (SUU) which adds funding to the total project. The two investments, approximately \$15.0 million, equal the costs of the project and the processing fees.

5. Why is the SUU contribution called a “leverage loan”?

The investor's investment is “leveraged” through use of a loan to construct a facility that will qualify as a NMTC business. In most financing arrangements, this would be a bank loan. Where SUU has raised the needed funding, SUU will be the “leverage lender” and put cash into the investment fund. The term “leverage lender” is simply language that is commonly used in NMTC transactions.

6. Why and how does US Bank get the tax credit benefit on SUU's \$10 million?

The investor is eligible by regulations to receive tax credits for the entire project for their investment, together with the leverage loan. US Bank receives a 39% tax break (of the total project) spread over seven years.

7. Why does the ground lease run 60 years and the building lease only 35 years?

The land lease must be for 60 years to establish “ownership” by the QALICB, (Utah Shakespeare Festival Foundation), complying with NMTC's regulations. The 35-year building lease term was from an earlier version of the documents. The current building lease is now set at a fixed 20-year period and eight 5-year renewal periods to agree with the land lease. There is now general agreement between the two documents.

8. Why are the ground and building leases longer than the seven year tax credit period?

The leases have to be for a term that approximates the useful life of the project, so that it represents a true business transaction. Many times, the “leverage loan” would last longer than the seven year NMTC earnings period. While the financial forecasts anticipate a longer project term, the project will end after seven years. As noted above the term of the land lease must be at least 60 years to establish “ownership” of the project. The building lease was designed to provide SUU with controls and influence over the project, and matches the term of the ground lease. Notwithstanding that, the PUT/CALL option entitles SUU to take the investor out of the transaction when the investor has received the NMTC benefits (seven years).

9. How do the "PUT" and "CALL" provisions terminate SUU's obligation at the end of the seven year period?

The Investor will own 99.9% of the investment fund that owns the entity serving as the construction lender to the project . The Community Development Finance Alliance (, CDFA) which has the NMTC allocation, will own the other 0.01 %). At the end of seven years, the investor will have received their investment and a required internal rate of return. While for tax reasons it cannot be contractually bound to transfer its interest in the investment fund after seven years, that is the present intent. Following the exercise of the "PUT" option, SUU will own 100% of the investment fund and can arrange for the unwinding of the transaction, resulting in SUU's 100% of the ownership in the project. The "CALL" provision is also an option (see below).

10. What would deter US Bank from exercising the "PUT" option?

To-date US Bank has closed approximately 185 NMTC projects with 100% being closed with the " PUT" option. There is pressure on the bank to complete the deal as outlined. The non-profit and economic development market place would not look favorably on the Bank if it did not exercise the "PUT". If they were in some kind of financial crisis and they figured that the "CALL" option would generate more revenue than the " PUT", they might decide to not exercise the " PUT". This is a VERY unlikely scenario.

11. What is the estimated cost to SUU when the "PUT" is exercised?

\$1,000.00, primarily for processing closing documents.

12. What enables SUU to exercise the "CALL" provision in the event US Bank does not exercise the "PUT ?"

The "Investment PUT and CALL Agreement" authorizes SUU to exercise the "CALL" option if the " PUT" is not exercised by the Investor.

13. What is the cost to SUU if the "CALL" provision is exercised?

The cost will be the fair market value of the investment fund at the date of the " CALL." This is determined by agreement between the Investor and SUU; or by an independent appraiser. The value of the investment fund is the net present value of the projected cash flows of the fund. That amount will depend on the remaining cash flows and the discount rate used. We estimate that it would be between \$100 K and \$200 K. At closing we will reserve the estimated amount even though it is VERY doubtful that the " PUT" would not be exercised. But, the "CALL" provision does give SUU an exit if we desire it.

14. What potential liabilities, financial or otherwise, does SUU incur in this deal?

The risks associated with this transaction are that we default on our obligations to build the project, or we change the use of the facility to a "prohibited" business (e.g. massage or tattoo parlor). These risks are remote and controlled to a great extent by us. We have the funds to build the project and all the necessary approvals. We will not convert the property to a prohibited use. Our potential liability for either of these risks would be the return of the investor's investment.

15. What is the overriding value of this [Center for the Arts] project?

The NMTCs are designed to leverage private funds for investment in economic development. This project is recognized by the State, the County and the City as a significant economic development project, as each entity has provided multiple millions of dollars toward its completion. The Utah Shakespeare Festival has benefitted SUU, Cedar City and the State for over 50 years. A recent economic impact study was completed in January of 2011, authored by Neil N. Abercrombie and Kelly K. Matthews, indicating that the economic impact of the Festival on the local economy is \$35.0 million annually. The new Center for the Arts project will expand this economic impact in significant ways.

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Contracts and Grants Report

The attached report is provided in compliance with Board Policy R532 pertaining to contract and grant reporting that requires the institutions to submit an annual report summarizing the number and dollar amounts of awards received during the previous fiscal year.

For the past several years this report has included American Recovery and Reinvestment Act (ARRA) funds in addition to the routine reporting categories. These ARRA funds were made available to institutions of higher education on a competitive proposal basis through various federal agencies (NIH, NSF, etc.). The University of Utah is the only institution to have received funding from this source in FY 2013. This is likely to be the last amount reported in this category since the funds set aside for this purpose have been depleted.

Independent of the ARRA funds, while the total amount of contract and grant activity in USHE institutions decreased by 7.9% from the prior fiscal year, four institutions (WSU, SUU, DSU, and UVU) had increases.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH

**Utah System of Higher Education
Contracts and Grants Report**

Institution	Fiscal Year 2012		Fiscal Year 2013		% Change	
	No.	Total \$ Amount	No.	Total \$ Amount	No.	Amount
University of Utah						
Research	1,721	\$298,080,038	1,804	\$270,155,661	4.8%	-9.4%
Instruction	182	37,096,442	180	28,214,284	-1.1%	-23.9%
Clinical	179	23,473,224	187	32,518,264	4.5%	38.5%
Other	355	34,043,293	367	30,332,210	3.4%	-10.9%
Subtotal UU	2,437	392,692,997	2,538	361,220,419	4.1%	-8.0%
ARRA Non-stabilization Funds	44	7,757,581	20	2,643,801	-54.5%	-65.9%
TOTAL UU	2,481	400,450,578	2,558	363,864,220	3.1%	-9.1%
Utah State University						
Research	876	\$123,701,681	850	\$109,719,931	-3.0%	-11.3%
Instruction	58	5,938,739	56	5,084,500	-3.4%	-14.4%
Clinical						
Other	368	38,067,465	295	31,217,432	-19.8%	-18.0%
Subtotal USU	1,302	167,707,885	1,201	146,021,863	-7.8%	-12.9%
ARRA Non-stabilization Funds						
TOTAL USU	1,302	167,707,885	1,201	146,021,863	-7.8%	-12.9%
Weber State University						
Research	28	\$1,567,617	41	\$2,441,069	46.4%	55.7%
Instruction	13	2,035,192	17	2,490,172	30.8%	22.4%
Clinical						
Other	76	7,912,435	100	10,607,232	31.6%	34.1%
Subtotal WSU	117	11,515,244	158	15,538,473	35.0%	34.9%
ARRA Non-stabilization Funds						
TOTAL WSU	117	11,515,244	158	15,538,473	35.0%	34.9%
Southern Utah University						
Research	14	\$202,702	18	\$196,096	28.6%	-3.3%
Instruction	9	234,197	4	208,496	-55.6%	-11.0%
Clinical						
Other	77	7,094,618	63	7,779,558	-18.2%	9.7%
Subtotal SUU	100	7,531,517	85	8,184,150	-15.0%	8.7%
ARRA Non-stabilization Funds	2	112,458			-100.0%	-100.0%
TOTAL SUU	102	7,643,975	85	8,184,150	-16.7%	7.1%
Snow College						
Research						
Instruction	4	761,922	4	537,537	0.0%	-29.4%
Clinical						
Other	8	653,492	8	714,506	0.0%	9.3%
Subtotal Snow	12	1,415,414	12	1,252,043	0.0%	-11.5%
ARRA Non-stabilization Funds						
TOTAL Snow	12	1,415,414	12	1,252,043	0.0%	-11.5%

**Utah System of Higher Education
Contracts and Grants Report**

Institution	Fiscal Year 2012		Fiscal Year 2013		% Change	
	No.	Total \$ Amount	No.	Total \$ Amount	No.	Amount
Dixie State University						
Research	1	\$21,620	2	\$83,785	100.0%	287.5%
Instruction						
Clinical						
Other	27	1,936,475	25	2,053,411	-7.4%	6.0%
Subtotal DSU	28	1,958,095	27	2,137,196	-3.6%	9.1%
ARRA Non-stabilization Funds						
TOTAL DSU	28	1,958,095	27	2,137,196	-3.6%	9.1%
Utah Valley University						
Research	5	\$51,988	11	\$179,700	120.0%	245.7%
Instruction	12	4,585,167	12	4,686,779	0.0%	2.2%
Clinical						
Other	34	6,720,744	32	7,437,352	-5.9%	10.7%
Subtotal UVU	51	11,357,899	55	12,303,831	7.8%	8.3%
ARRA Non-stabilization Funds						
TOTAL UVU	51	11,357,899	55	12,303,831	7.8%	8.3%
Salt Lake Community College						
Research						
Instruction	27	\$7,425,747	37	\$7,888,090	37.0%	6.2%
Clinical						
Other	24	\$3,121,188	20	\$2,388,885	-16.7%	-23.5%
Subtotal SLCC	51	10,546,935	57	10,276,975	11.8%	-2.6%
ARRA Non-stabilization Funds						
TOTAL SLCC	51	10,546,935	57	10,276,975	11.8%	-2.6%
Total USHE						
Research	2,645	423,625,646	2,726	382,776,242	3.1%	-9.6%
Instruction	305	58,077,406	310	49,109,858	1.6%	-15.4%
Clinical	179	23,473,224	187	32,518,264	4.5%	38.5%
Other	969	99,549,710	910	92,530,586	-6.1%	-7.1%
Subtotal USHE	4,098	604,725,986	4,133	556,934,950	0.9%	-7.9%
ARRA Non-stabilization Funds	46	7,870,039	20	2,643,801	-56.5%	-66.4%
TOTAL USHE	4,144	612,596,025	4,153	559,578,751	0.2%	-8.7%

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Report of Auxiliary Funds

Background

Board of Regents Policy R550, *Auxiliary Enterprises Operation and Accountability*, requires an annual report of auxiliary operations within the Utah System of Higher Education (USHE). Auxiliary enterprises are business activities or other essentially self-supporting activities (as distinguished from primary programs of instruction, research, public service, and from intercollegiate athletics), the primary purpose of which is to provide specified services to students, faculty, staff, or guests of the institution.

Annually, USHE institutions provide reports of auxiliary enterprise activity. This information has been consolidated by OCHE staff for the purpose of Regent review and monitoring (see attachments). Auxiliary operations are examined by independent auditors during the annual financial statement audits.

All institutional housing, food service, and campus store activities are to be classified and managed as auxiliary enterprises. These three auxiliaries are common amongst most of the campuses and the revenues and expenses for each of these are reported in the attachments. For the purpose of this report it should be noted that the University of Utah and Utah State University have other auxiliary services that are not individually reported, but reported in the aggregate. Further, Utah Valley University and Salt Lake Community College do not own campus housing and this is reflected in the related attachment.

Current Issue

Auxiliary service revenues have been affected by changing conditions both nationally and within our own state. Over the past few years, textbook sales have declined at college and university campus stores as a result of other options for students to acquire course materials. Campus stores are continually exploring other possible revenues and new methods of competitively offering textbooks to students.

In addition, housing and food service revenues have fluctuated and are influenced by changes in enrollments. Some of the recent declines in enrollments have occurred due to the age change in the LDS Church's missionary program. The institutions strive to keep housing units filled as this correlates to strong food service revenues.

Auxiliary service revenue is important to an institution. Net income from auxiliary operations (including campus stores) is often used for campus projects, revenue bond obligations, repair and replacement needs, reserves and other campus needs. Fortunately, at the aggregate level USHE auxiliary operations at most institutions appear healthy and are offsetting some of the challenges that are being faced. The Commissioner's Office staff has prepared the following attachments.

- Attachment 1 - Report of Total Auxiliary Enterprise Operation Actual Revenues (2012-13)
- Attachment 2 - Report of Total Auxiliary Enterprise Operations Budgeted Revenues (2013-14)
- Attachment 3 - Auxiliary Enterprise Operations Comparisons (FY 2012 to FY 2013)
- Attachment 4 - Bookstore Auxiliary Enterprise Operations Comparisons (FY 2012 to FY 2013)
- Attachment 5 - Housing Auxiliary Enterprise Operations Comparisons (FY 2012 to FY 2013)
- Attachment 6 - Food Services Auxiliary Enterprise Operations Comparisons (FY 2012 to FY 2013)

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/GLS/DAM
Attachment

UTAH SYSTEM OF HIGHER EDUCATION

Report of Total Auxiliary Enterprise Operations (2012-13 Actuals)

	UU	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Beg Fund Balance*	\$ 1,369,000	\$ 404,502	\$ 4,588,322	\$ 2,307,049	\$ 660,118	\$ 2,914,841	\$ 3,434,722	\$ 2,968,987
Revenues	92,797,000	39,612,044	19,953,283	8,021,261	3,825,670	6,819,229	15,722,551	14,344,465
Expenditures	(90,342,000)	(33,677,120)	(18,079,659)	(5,091,026)	(4,022,950)	(6,563,740)	(15,685,425)	(13,760,327)
Net Income	2,455,000	5,934,924	1,873,624	2,930,235	(197,280)	255,489	37,126	584,138
Transfers	(1,942,000)	(6,607,146)	(1,548,213)	(2,850,164)	-	(281,210)	(37,126)	(204,462)
Change in F/B	513,000	(672,222)	325,411	80,071	(197,280)	(25,721)	-	379,676
End Fund Balance	\$ 1,882,000	\$ (267,720)	\$ 4,913,733	\$ 2,387,120	\$ 462,838	\$ 2,889,120	\$ 3,434,722	\$ 3,348,663

* It should be noted that the Fund Balance includes cash, inventories, etc. related to running/maintaining Auxiliary Enterprise Operations.

UTAH SYSTEM OF HIGHER EDUCATION
Report of Total Auxiliary Enterprise Operations (2013-14 Budgets)

	UU	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Beg Fund Balance*	\$ 1,882,000	\$ (267,719)	\$ 4,913,733	\$ 2,387,121	\$ 462,839	\$ 2,889,120	\$ 3,434,722	\$ 3,348,663
Revenues	96,262,000	39,777,727	19,562,594	8,112,831	4,010,000	7,501,000	16,162,740	13,738,037
Expenditures	(94,156,000)	(34,109,708)	(17,529,920)	(5,556,044)	(3,565,000)	(7,220,100)	(15,980,001)	(13,113,037)
Net Income	2,106,000	5,668,019	2,032,674	2,556,787	445,000	280,900	182,739	625,000
Transfers	(2,099,000)	(5,512,540)	(1,744,072)	(2,536,499)	-	(204,858)	(182,739)	(240,000)
Change in F/B	7,000	155,479	288,602	20,288	445,000	76,042	-	385,000
End Fund Balance	\$ 1,889,000	\$ (112,240)	\$ 5,202,335	\$ 2,407,409	\$ 907,839	\$ 2,965,162	\$ 3,434,722	\$ 3,733,663

* It should be noted that the Fund Balance includes cash, inventories, etc. related to running/maintaining Auxiliary Enterprise Operations.

UTAH SYSTEM OF HIGHER EDUCATION

Auxiliary Enterprise Operations Comparisons of Totals (FY 2012 to FY 2013)

	UU		
	2011-12	2012-13	% Change
Revenues	\$ 84,492,000	\$ 92,797,000	10%
Expenditures	(81,895,000)	(90,342,000)	10%
Net Income	2,597,000	2,455,000	-5%
End Fund Bal	\$ 1,370,000	\$ 1,882,000	\$ 512,000

	USU		
	2011-12	2012-13	% Change
Revenues	\$ 39,905,788	\$ 39,612,044	-1%
Expenditures	(34,365,336)	(33,677,120)	-2%
Net Income	5,540,452	5,934,924	7%
End Fund Bal	\$ 404,502	\$ (267,719)	\$ (672,221)

	WSU		
	2011-12	2012-13	% Change
Revenues	\$ 19,434,515	\$ 19,953,283	3%
Expenditures	(18,007,928)	(18,079,659)	0%
Net Income	1,426,587	1,873,624	31%
End Fund Bal	\$ 4,588,322	\$ 4,913,733	\$ 325,411

	SUU		
	2011-12	2012-13	% Change
Revenues	\$ 7,961,951	\$ 8,021,261	1%
Expenditures	(5,453,544)	(5,091,026)	-7%
Net Income	2,508,407	2,930,235	17%
End Fund Bal	\$ 2,307,049	\$ 2,387,121	\$ 80,072

	SNOW		
	2011-12	2012-13	% Change
Revenues	\$ 3,273,454	\$ 3,825,670	17%
Expenditures	(3,423,720)	(4,022,950)	18%
Net Income	\$ (150,266)	\$ (197,280)	-31%
End Fund Bal	\$ 660,119	\$ 462,839	\$ (197,280)

	DSU		
	2011-12	2012-13	% Change
Revenues	\$ 7,181,585	\$ 6,819,229	-5%
Expenditures	(6,591,699)	(6,563,740)	0%
Net Income	\$ 589,886	\$ 255,489	-57%
End Fund Bal	\$ 2,825,655	\$ 2,889,120	\$ 63,465

	UVU		
	2011-12	2012-13	% Change
Revenues	\$ 16,959,831	\$ 15,722,551	-7%
Expenditures	(16,921,393)	(15,685,425)	-7%
Net Income	\$ 38,438	\$ 37,126	-3%
End Fund Bal	\$ 3,434,722	\$ 3,434,722	\$ -

	SLCC		
	2011-12	2012-13	% Change
Revenues	\$ 15,347,121	\$ 14,344,465	-7%
Expenditures	(15,071,332)	(13,760,327)	-9%
Net Income	\$ 275,789	\$ 584,138	112%
End Fund Bal	\$ 2,968,987	\$ 2,968,987	\$ -

	SLCC		
	2011-12	2012-13	% Change
Revenues	\$ 15,347,121	\$ 14,344,465	-7%
Expenditures	(15,071,332)	(13,760,327)	-9%
Net Income	\$ 275,789	\$ 584,138	112%
End Fund Bal	\$ 2,968,987	\$ 2,968,987	\$ -

Campus Store Auxiliary Enterprise Operations Comparisons (FY 2012 to FY 2013)

	UU		USU		WSU	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Revenues	24,864,000	24,991,000	12,360,308	11,939,529	12,521,660	11,827,507
Expenditures	(24,687,000)	(25,131,000)	(12,988,652)	(12,169,191)	(12,238,810)	(11,577,448)
Net Income	177,000	(140,000)	(628,344)	(229,662)	282,850	250,059
		% Change		% Change		% Change
		1%		-3%		-6%
		2%		-6%		-5%

	SUU		SNOW		DSU	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Revenues	3,341,384	3,291,461	295,183	284,028	4,493,487	4,007,297
Expenditures	(3,299,242)	(3,056,798)	(268,655)	(251,831)	(4,200,470)	(3,893,690)
Net Income	42,142	234,663	26,528	32,197	293,017	113,607
		% Change		% Change		% Change
		-1%		-4%		-11%
		-7%		-6%		-7%

	UVU		SLCC	
	2011-12	2012-13	2011-12	2012-13
Revenues	11,415,187	10,438,668	10,687,263	9,564,717
Expenditures	(11,260,065)	(10,455,955)	(10,427,265)	(9,097,635)
Net Income	155,122	(17,287)	259,998	467,082
		% Change		% Change
		-9%		-11%
		-7%		-13%

Housing Auxiliary Enterprise Operations Comparisons (FY 2012 to FY 2013)

	UU		USU		WSU	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Revenues	19,954,000	24,700,000	11,590,586	11,954,039	3,521,541	4,311,053
Expenditures	(19,686,000)	(24,320,000)	(7,744,134)	(7,818,933)	(2,547,792)	(2,852,541)
Net Income	268,000	380,000	3,846,452	4,135,106	973,749	1,458,512
		% Change		% Change		% Change
		24%		3%		22%
		24%		1%		12%

	SUU		SNOW		DSU	
	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
Revenues	2,768,265	2,908,379	1,495,277	1,845,188	681,392	795,493
Expenditures	(1,227,674)	(1,185,533)	(1,612,432)	(2,147,894)	(510,566)	(711,044)
Net Income	1,540,591	1,722,846	(117,155)	(302,706)	170,826	84,449
		% Change		% Change		% Change
		5%		23%		17%
		-3%		33%		39%

	UVU		SLCC	
	2011-12	2012-13	2011-12	2012-13
Revenues	no housing	no housing	no housing	no housing
Expenditures	no housing	no housing	no housing	no housing
Net Income	-	-	-	-
		% Change		% Change

Food Services Auxiliary Enterprise Operations Comparisons (FY 2012 to FY 2013)

	UU			USU			WSU		
	2011-12	2012-13	% Change	2011-12	2012-13	% Change	2011-12	2012-13	% Change
	Revenues	6,721,000	7,465,000	11%	9,130,497	9,093,208	0%	151,284	684,884
Expenditures	(5,855,000)	(6,405,000)	9%	(8,303,079)	(8,512,592)	3%	(134,415)	(634,884)	372%
Net Income	866,000	1,060,000		827,418	580,616		16,869	50,000	

	SUU			SNOW			DSU		
	2011-12	2012-13	% Change	2011-12	2012-13	% Change	2011-12	2012-13	% Change
	Revenues	288,389	247,302	-14%	873,803	1,205,647	38%	1,683,755	1,706,580
Expenditures	(195,994)	(202,024)	3%	(954,042)	(1,059,817)	11%	(1,626,467)	(1,694,417)	4%
Net Income	92,395	45,278		(80,239)	145,830		57,288	12,163	

	UVU			SLCC		
	2011-12	2012-13	% Change	2011-12	2012-13	% Change
	Revenues	3,579,651	3,427,330	-4%	2,359,211	2,570,059
Expenditures	(3,857,706)	(3,505,742)	-9%	(2,428,181)	(2,598,161)	7%
Net Income	(278,055)	(78,412)		(68,970)	(28,102)	

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Report of Institutional Revenue Bonded Indebtedness

Issue

In accordance with Regents' Policy R590, *Issuance of Revenue Bonds for Facilities Construction or Equipment*, the annual report of USHE Institutional Revenue Bond Indebtedness is attached for your information and review. The report summarizes all USHE revenue bonds that were outstanding on June 30, 2013. All outstanding bonds have been through the process of legislative authorization and Regents' approval as required by State statutes and Regents' policies (please note that while legislative authorization is required prior to initial bond issuance, the Board of Regents is authorized to proceed with refunding of existing bonds without additional legislative action).

All bonds covered in the report are being retired on schedule with debt service requirements being met or exceeded in every case.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

Utah System of Higher Education

Outstanding University & College Revenue Bonds

Fiscal Year 2013

University or College	Original Amount	Series	Purpose	Debt Service Coverage Requirement*	Debt Service Coverage as of 30-Jun-13	Maturity Date	Outstanding Balance as of 30-Jun-13
University of Utah							
Aux. & Campus Fac.	120,240,000	1998A	Aux & Campus Fac Sys Rev Refunding - Housing	1.0	1.31	2029	30,365,000
	42,955,000	2005A	Aux & Campus Fac Sys Rev Refunding	1.0	1.31	2021	27,200,000
	23,515,000	2010A	Aux & Campus Fac Revenue Refunding	1.0	1.31	2024	22,015,000
	2,570,000	2010B	Aux & Campus Fac Revenue (nontaxable)	1.0	1.31	2015	2,570,000
	42,525,000	2010C	Aux & Campus Fac Revenue (taxable)	1.0	1.31	2036	41,335,000
	46,235,000	2012A	Aux & Campus Fac Revenue	1.0	1.31	2032	44,245,000
Subtotal	278,040,000						167,730,000
Hospital Facilities							
	30,480,000	2005A	Hospital Revenue Refunding	1.1	4.3	2018	16,945,000
	77,145,000	2006A	Hospital Revenue Refunding - Hospital Expansion	1.1	4.3	2032	77,145,000
	9,135,000	2009A	Hospital Revenue - UNI expansion (nontaxable)	1.1	4.3	2017	7,830,000
	41,785,000	2009B	Hospital Revenue - UNI expansion (taxable)	1.1	4.3	2031	41,785,000
	36,120,000	2010	Hospital Revenue	1.1	4.3	2026	34,215,000
	20,145,000	2011A	Hospital Revenue Refunding	1.1	4.3	2026	18,585,000
	66,480,000	2011B	Hospital Revenue	1.1	4.3	2032	66,480,000
Subtotal	281,290,000						262,985,000
Research Facilities							
	9,685,000	2004A	Research Facilities Rev. - Med. Research Renovation	2.5	10.85	2019	4,535,000
	5,515,000	2005A	Research Facilities Rev. - Moran Eye Center	2.5	10.85	2025	3,815,000
	20,130,000	2005B	Research Facilities Rev. Refunding	2.5	10.85	2020	8,205,000
	9,360,000	2008A	Research Facilities Rev. - NPS Building	2.5	10.85	2022	6,580,000
	19,080,000	2009A	Research Facilities Rev. - N. Campus Infra. (nontaxable)	2.5	10.85	2019	11,890,000
	27,730,000	2009B	Research Facilities Rev. - N Campus Infra. (taxable)	2.5	10.85	2029	27,730,000
Subtotal	91,500,000						62,755,000
Cert. of Participation	42,450,000	2007	Refund Viron Lease & Co-gen Project	N/A	N/A	2027	33,375,000
UU Total	\$ 693,280,000						\$ 526,845,000
Utah State University							
Student Housing	\$ 39,155,000	2007	Student Fee & Housing Sys Ref Rev	1.1	1.6	2035	39,155,000
Student Housing	8,130,000	2009	Student Fee & Housing Sys Ref	1.1	1.6	2015	3,365,000
Research Facilities	705,000	2003A	Research Revenue Bonds	2.5	7.18	2016	195,000
Research Facilities	22,000,000	2009	Research Revenue Bonds	2.5	7.18	2031	20,150,000
Research Facilities	11,070,000	2010	Research Revenue Bonds	2.5	7.18	2018	10,810,000
Stadium/Fieldhouse/Wellness Cntr.	11,065,000	2004A	Student Building Fee Revenue Refunding	1.1	2.08	2014	440,000
Stadium/Fieldhouse/Wellness Cntr.	8,405,000	2013	Student Building Fee Revenue Refunding	1.1	2.08	2026	8,405,000
USU Total	\$ 100,530,000						\$ 82,520,000

Weber State University									
Shepherd Union Renovation	22,810,000	2005	Student Facilities System	1.25	1.71	2032	20,550,000		
Student Housing Refinance	10,155,000	2007	Student Facilities System Refunding	1.25	1.71	2031	9,650,000		
Student Housing	14,015,000	2010A	Student Facilities System	1.25	1.71	2040	14,015,000		
Student Facilities	17,380,000	2012	Student Facilities System	1.25	1.71	2032	16,885,000		
WSU Total	\$ 64,360,000						\$ 61,100,000		

SUU									
Living & Learning Cntr.	4,540,000	2002A	Student Building Fee/Refunding Rev	1.15	1.53	2014	625,000		
Student Housing	8,285,000	2011	Student Building Fee/Refunding Rev	1.15	1.53	2023	8,040,000		
Student Housing	12,025,000	2008	Auxiliary System & Student Bldg. Fee Rev	1.15	1.53	2033	10,745,000		
SUU Total	\$ 24,850,000						\$ 19,410,000		

Snow College									
Student Housing	16,810,000	2011	Student Fee and Housing System Revenue	1.1	1.17	2036	16,340,000		
Snow College Total	\$ 16,810,000						\$ 16,340,000		

Dixie State University									
Dixie Center	5,195,000	2006	Dixie Center Lease Rev Ref	N/A	N/A	2023	3,555,000		
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	1.1	1.91	2020	2,795,000		
Student Center	49,250,000	2012A	Student Life and Wellness Building	1.1	1.91	2033	48,660,000		
Baseball Field	3,900,000	2004A	MBA Utah County/Lease Rev	1.1	1.91	2019	2,220,000		
Education Building Refinance	2,600,000	2004B	MBA Utah County/Lease Rev Taxable	1.1	1.91	2014	550,000		
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	1.25	2.74	2016	3,555,000		
SLCC Total	\$ 7,925,000						\$ 3,555,000		

USHE Total	979,720,000						767,550,000
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**Rare Covenant* and *Additional Bonds* Tests



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

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January 15, 2014

MEMORANDUM

TO: State Board of Regents
 FROM: David L. Buhler
 SUBJECT: USHE – 2014 Data Book

Background

Annually, the Commissioner's Office produces a Utah System of Higher Education Data Book, which contains a comprehensive set of data tables covering a wide range of USHE topics. The 2014 version of the USHE Data Book has now been completed and is available in pdf format on the USHE web page www.Higheredutah.org under the Research and Data link <http://Higheredutah.org/databooks/>.

Tabbed sections in the USHE Data Book include the following topics:

- | | |
|--|---------------------------------|
| Degrees & Awards (Tab B) | Budget History (Tab H) |
| Enrollments (Tab C) | Cost Study (Tab I) |
| Career and Technical Education (Tab D) | Salary Comparisons (Tab J) |
| Tuition and Fees (Tab E) | Salary Comparisons (Tab K) |
| Paying for College (Tab F) | Facilities (Tab L) |
| Financial Information (Tab G) | Comparable institutions (Tab M) |

In most cases the data provided is summarized at both the institutional and system levels.

Commissioner's Recommendation

This item is for information only; not action is required.

David L. Buhler
 Commissioner of Higher Education

DLB/GLS/JAC
 Attachment



UTAH SYSTEM OF HIGHER EDUCATION 2014 DATA BOOK

The USHE Data Book is a compilation of reports on the Utah System of Higher Education and its eight component institutions. Some form of this book has been published each year since the creation of the Utah State Board of Regents and the Utah System of Higher Education in 1969. The book is intended to allow the Governor's Office, Legislators and legislative staff, USHE institutions, and the general public to query particular aspects of the Utah System of Higher Education.

Information available in the USHE 2014 Data Book covers twelve different subject areas:

Degrees & Awards (Tab B)	Budget History (Tab H)
Enrollments (Tab C)	Cost Study (Tab I)
Career and Technical Education (Tab D)	Salary Comparisons (Tab J)
Tuition and Fees (Tab E)	Salary Comparisons (Tab K)
Paying for College (Tab F)	Facilities (Tab L)
Financial Information (Tab G)	Comparable institutions (Tab M)

Changes to the 2014 Version of the Data Book

Tab C – Enrollments on data collected at the end of an academic term rather than the third-week point in time data set. Select tables using third week data will continued to be reported to allow for longitudinal comparisons.

Tab B – Degrees & Awards now offers additional information made available through the NCES/IPEDS reporting system which includes unduplicated headcounts of graduates by degree level as well as data from comparative institutions regarding graduation rates.

Tab G – Financial Information categories (in table 4) were realigned to match those used by the Legislative Fiscal Analyst (LFA). Table 6 – USHE Summary of Revenues and Expenses was discontinued as part of the data book.

The USHE Data Book is designed to provide users the necessary information to perform data analyses on various data elements categorized in each of twelve tabs. If questions arise about any of the data included in this book, please contact the Office of the Commissioner of Higher Education, Department of Institutional Research and Analysis at (801) 321-7121.

Highlights include:

Tab B – Degrees & Awards

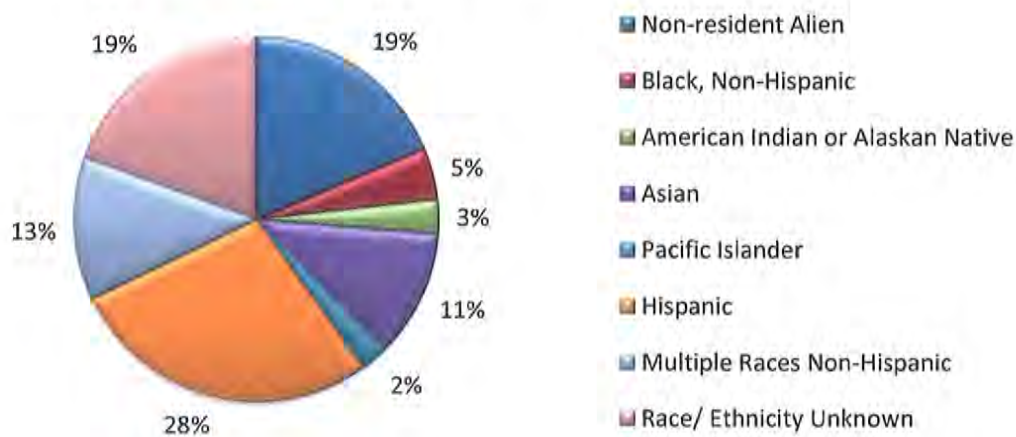
2012-13 USHE Degrees and Awards

	Cert.	Assoc.	Bacc.	Masters	Doct.	1st Prof	Total	1-yr % Change	5-yr % Change
UU	369	0	5,139	1,921	324	402	8,155	4%	8%
USU	71	851	3,557	895	105	4	5,483	-1%	16%
WSU	80	1,995	2,360	301	0	0	4,736	5%	25%
SUU	19	421	988	315	0	0	1,743	9%	29%
Snow	205	731	0	0	0	0	936	-14%	42%
DSU	384	1,132	512	0	0	0	2,028	-1%	38%
UVU	35	1,768	2,739	69	0	0	4,611	1%	41%
SLCC	564	3,485	0	0	0	0	4,049	-3%	11%
USHE	1,727	10,383	15,295	3,501	4,29	406	31,741	1%	20%

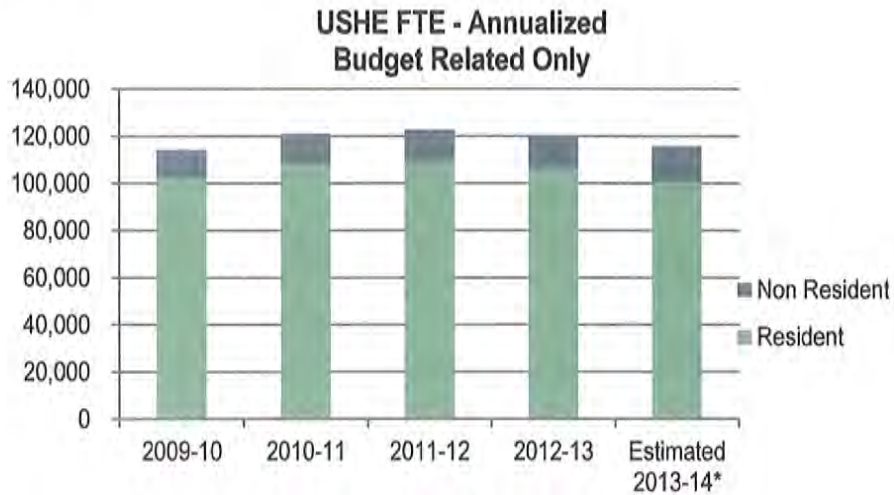
Cert.=Certificate, Short-term certificates, other awards; 1st Prof=first professional, e.g. MD, JD, etc.

Source: 2014 USHE Data Book Tab B Table 3

All Degrees Awarded to Minority Students



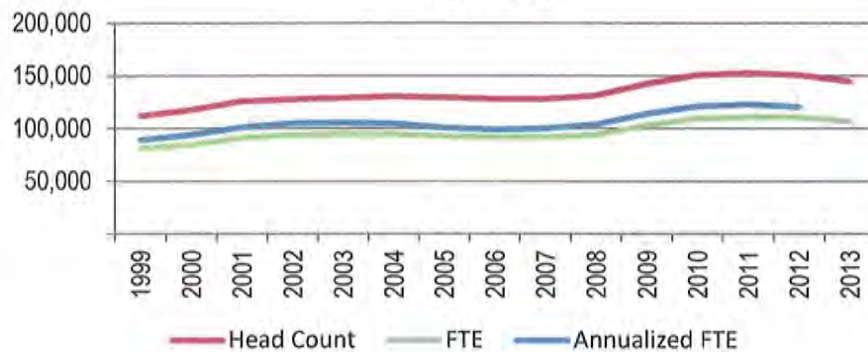
Tab – C Enrollments



2013-14 Fall THIRD WEEK FTE (Budget-related and Self-Support)

	Resident	Nonresident	Total	1-yr change	5-yr change
UU	21,629	5,304	26,933	-0.85%	10.33%
USU	17,686	2,871	20,557	-1.02%	6.00%
WSU	14,038	1,579	15,617	-6.26%	5.89%
SUU	5,286	898	6,183	-4.72%	-4.24%
Snow	3,293	288	3,581	1.25%	15.87%
DSU	5,275	909	6,184	-5.43%	11.04%
UVU	18,422	2,276	20,697	-4.25%	5.22%
SLCC	16,119	805	16,924	1.87%	-5.74%
Total	101,748	14,929	116,676	-2.27%	4.83%

Fall Third Week Enrollment History Budget - Related



Tab E – Tuition & Fees

2013-14 Annual Undergraduate ⁽¹⁾Tuition and Fees

	Resident	Non-Resident	Resident 1-yr change	Resident 5-yr change
UU	\$7,457	\$24,019	4.5%	41.1%
USU	\$6,185	\$17,888	4.3%	39.1%
WSU	\$4,990	\$13,311	4.7%	29.5%
SUU	\$5,924	\$17,902	5.2%	47.1%
SC	\$3,220	\$10,722	4.3%	37.2%
DSU	\$4,285	\$12,307	4.8%	48.1%
UVU	\$5,086	\$14,256	6.3%	35.6%
SLCC	\$3,342	\$10,594	5.4%	25.6%
USHE Average Change			5.1%	37.9%

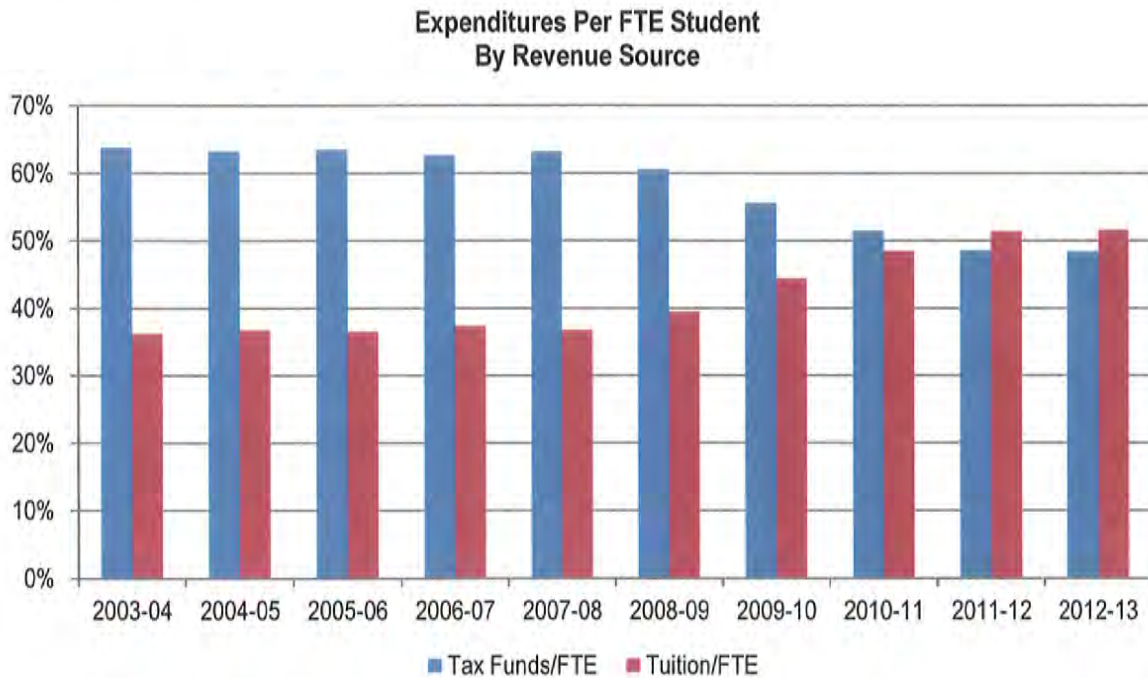
(1) Undergraduate Tuition and Centrally Administered Fees for 2 semesters at 15 credit hours.

Tab F – Paying for College

Total Resident Waivers				
	2008-09	2009-10	2010-11	2011-12
UU	\$5,804,971	\$5,459,172	\$8,659,920	\$9,881,863
USU	4,899,061	5,390,037	5,855,622	6,615,438
WSU	3,788,099	4,014,880	4,704,653	4,938,829
SUU	1,820,561	2,255,749	2,537,907	2,674,337
Snow	473,754	777,116	750,978	780,305
DSU	1,082,384	1,361,313	1,394,538	1,582,253
UVU	4,415,498	4,822,207	5,974,077	6,738,401
SLCC	1,761,603	1,934,237	2,747,378	2,398,324
Total Resident	\$24,184,736	\$26,027,231	\$32,625,073	\$35,609,750

Total Non-Resident Waivers				
	2008-09	2009-10	2010-11	2011-12
UU	\$5,079,199	\$7,122,550	\$5,207,367	\$5,390,124
USU	11,566,262	12,821,937	15,706,240	17,067,101
WSU	1,946,212	2,750,034	3,426,036	3,926,608
SUU	2,202,389	2,281,577	2,844,480	2,469,895
Snow	154,538	433,656	442,455	502,051
DSU	2,053,048	2,419,266	2,539,162	3,162,955
UVU	1,321,163	2,054,862	2,312,993	2,686,976
SLCC	762,778	669,817	786,604	1,545,064
Total Resident	\$25,156,839	\$30,688,184	\$33,265,337	\$36,750,774

Tab H – Budget History



Source: Table 9 of Tab H - Budget History

Tab J – Staffing

Regular and Adjunct Faculty FTE Change 2012-13

Institution	Regular			Adjunct		
	2013	2012	Change	2013	2012	Change
UU	1,269.2	1,288.5	-1.5%	238.0	238.5	-0.2%
USU	943.1	934.2	1.0%	134.3	138.1	-2.8%
WSU	466.8	472.3	-1.2%	376.9	394.3	-4.4%
SUU	254.2	247.2	2.8%	104.2	108.5	-3.9%
Snow	114.8	116.3	-1.3%	51.0	61.5	-17.1%
DSU	173.7	165.4	5.0%	223.0	239.0	-6.7%
UVU	575.0	544.9	5.5%	501.5	553.7	-9.4%
SLCC	362.1	363.9	-0.5%	604.2	540.6	11.8%
Total	4,159.0	4,132.7	0.6%	2,233.1	2,274.2	-1.8%

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Update on Institutional Audit Reports to the Regents' Audit Committee

Issue

Regent Policy R-565, *Audit Committees* requires the Regents to meet as needed to review institutional audits and financial information. As part of this responsibility, the Regents Audit Sub-committee of the full Board schedules meetings as necessary in order to maintain regular, independent communication and information flow between the Regents' Audit Committee and Trustees' Audit Committees. Annually the Regents' Audit Committee meets in January to review information from all eight USHE institutions.

The Committee will have met on January 23, 2014 with institutional trustee audit chairs, institutional trustee chairs, campus auditors, and [often] other institutional representatives. An oral report of the meetings will be provided to the Finance & Facilities Committee of the full Board on January 24, 2014.

Commissioner's Recommendation

This is an information item only; no action is required at this time.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/DAM

January 15, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Transfer of City of St. George Streets to the University

Issue

The City of St. George has vacated title to portions of three city streets that serve Dixie State University (DSU). These streets are contiguous (surrounded by campus property) to the campus and acceptance of this property by DSU meets the criteria of section 4.5.4.2 (Property Acquisitions Adjacent to Campuses) of Regents' policy R710, Capital Facilities for acquisition of property with Board of Trustee approval.

Background

The City of St. George determined that the portions of 300 South, 400 South, and 800 East streets that are in the interior of the DSU campus no longer are needed for general public use. Having title to the property they represent will be instrumental in support of future campus master plan development. The attached letter from the institution provides additional information about the projected use of this property. Also attached are the Alpha Engineering Site Map, a copy of the City of St. George Ordinance that vacates the property to DSU, and the Easement document executed to allow the City of St. George access to the property for service of the public utilities on the property.

DSU representatives will be present at the meeting to provide additional information and respond to any questions the Board might have.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

December 19, 2013

Dr. Gregory Stauffer
Utah System of Higher Education
Board of Regents Building
60 South 400 West
Salt Lake City, Utah 84101

Dear Dr. Stauffer,

Purpose

Dixie State University and the City of St George have reached an agreement that portions of 300 South, 400 South, and 800 East streets that serve the University are no longer needed for general public use. The aforementioned streets are not campus through streets and are instrumental in supporting the future campus master plan of Dixie State University. As a result, on Thursday December 19, 2013 the City of St George adopted an ordinance whereby the streets were vacated for University purposes.

Background

Over the years, the City of St George has allowed Dixie State University to utilize portions of city streets for University purposes. The most recent example is the former portion of 300 South Street (between 800 East and 900 East) where the north section of the Holland Centennial Commons Building, Plaza and a major East to West pedestrian walkway are located. Vacation of the remaining portions of the streets, which are interior to the campus, simply completes the transfer of property to DSU for its highest and best use in support of the education of students from the City of St George, Washington County and the State of Utah.

Acceptance of this property required DSU to grant a perpetual easement to the City of St. George for ingress and egress for the operation and maintenance of public utility lines and drainage, as well as ingress and egress for emergency vehicles. Under this easement, the City of St. George agrees to pay the costs of any damage to sidewalks, curb and gutter, pavement, and low-level vegetation occurring as a result of utility line maintenance by the city. DSU would have to bear the cost of relocation of public utilities resulting from placement of a future structure or facility within the easement.

While portions of the streets will need to be retained for access to campus buildings and parking lots, the remaining property is now available for the following:

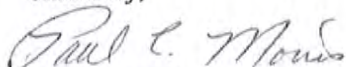
- Additional Parking to Support Enrollment Growth
- Additional Green Space
- Expansion of Pedestrian Walkways
- Potential Expansion of Football, Baseball, Softball and Soccer Venues
- Greater Flexibility in the Placement of Future Buildings

Paul C. Morris
Vice President for
Administrative Services

Ongoing maintenance of the portion to be maintained as streets for parking and building access is estimated to be less than \$24,000 per year based on a 10-year cycle for resurfacing and a 3-year cycle for seal coating.

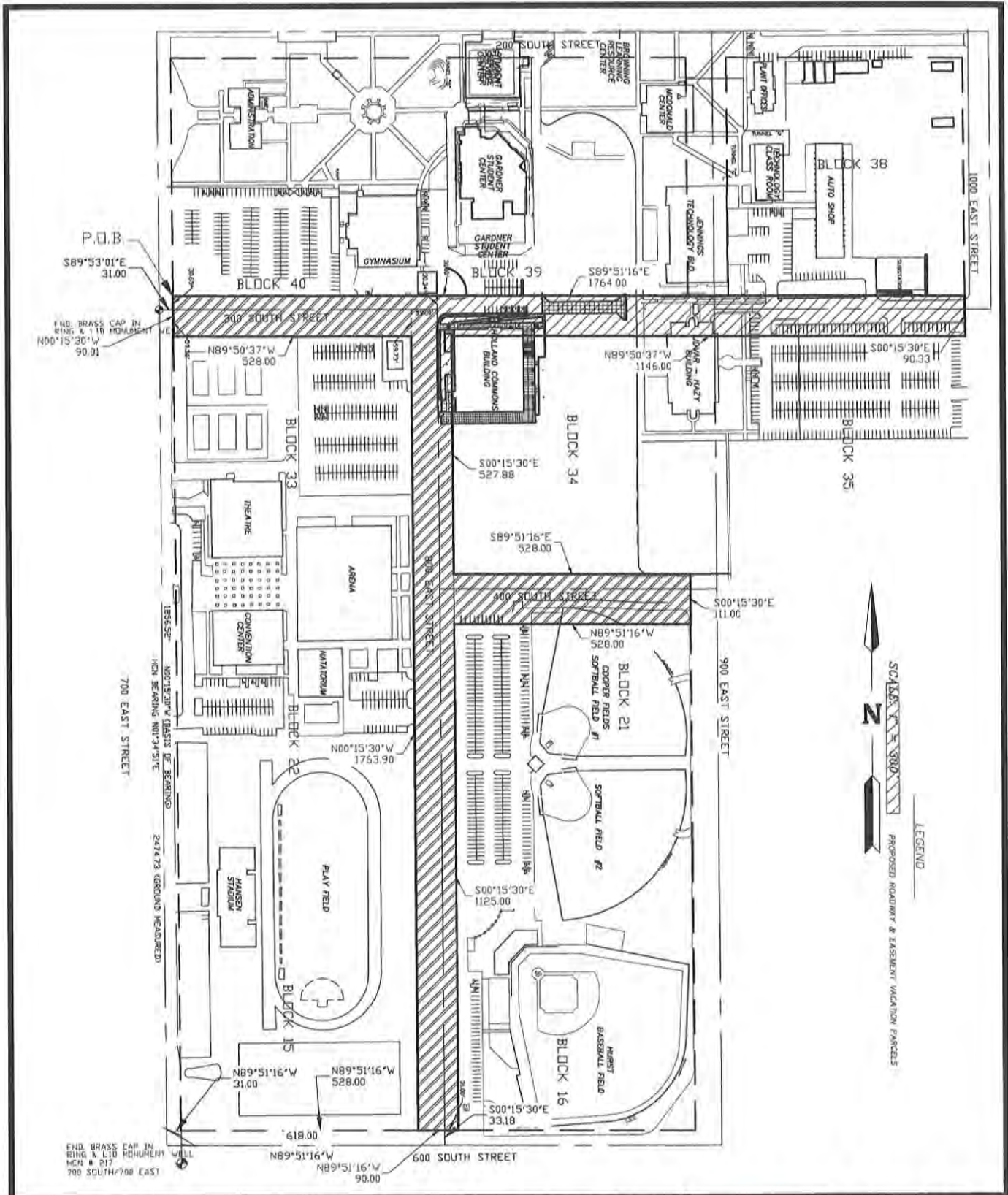
The Alpha Engineering Site Map, City Ordinance, and Easement Document are attached for your review.

Sincerely,



Paul C. Morris

cc: Steve Nadauld, Sherry Ruesch



VACATING A PORTION OF 300 SOUTH,
400 SOUTH & 800 EAST STREETS
EXHIBIT "B"

ALPHA ENGINEERING
43 South 100 East, Suite 100 • St George, Utah 84770
T: 435.628.6500 • F: 435.628.6553 • alphaengineering.com

FILE:

When Recorded Return To:
City of St. George
City Recorder's Office
175 East 200 North
St. George, UT 84770

ORDINANCE NO. _____

AN ORDINANCE VACATING A PUBLIC STREET AND EXISTING PUBLIC UTILITY EASEMENTS.

WHEREAS, a petition was received by this Council requesting that an existing Public Street belonging to the City of St. George located at 300 South, 400 South and 800 East Streets, more particularly described in Exhibit A and B be vacated, together with the existing public utility easements within said Streets; and

WHEREAS, the road is no longer needed for public use as it serves the University and it would be better for both parties if it were maintained by Dixie State University; and

WHEREAS, it appears that it will not be detrimental to the interest of the general public and that there is good cause for vacating the existing Public Street, and the existing public utility easements; and

WHEREAS, the University will be dedicating Public Utility and Drainage Easements and an Emergency Access Easement to the City of St. George for maintenance of utilities and safety purposes.

NOW, THEREFORE, BE IT ORDAINED by the City of St. George City Council as follows:

The public street and utility easements, described in Exhibit A and Exhibit B attached hereto, are hereby vacated.

Effective Date. This Ordinance shall become effective immediately upon approval of the City Council and the signature of the Mayor.

APPROVED AND ADOPTED by the City Council of the City of St. George, this _____ day of _____, 20__.

CITY OF ST. GEORGE

Daniel D. McArthur, Mayor

ATTEST:

Christina Fernandez, City Recorder

APPROVED AS TO FORM:

Paula Houston, Deputy City Attorney

When Recorded Return To:
City of St. George
City Recorder's Office
175 East 200 North
St. George, UT 84770

**DEED OF DEDICATION
PUBLIC UTILITIES AND DRAINAGE EASEMENT
AND EMERGENCY ACCESS EASEMENT**

That in consideration of One Dollar and other good and valuable consideration paid to Dixie State University, herein referred to as Grantor, by the City of St. George, a Utah municipal corporation, herein referred to as Grantee, the receipt of which is hereby acknowledged, the Grantor does hereby grant, bargain, sell, transfer and convey unto Grantee, its successors and assigns, a perpetual easement for ingress and egress, to use, install, operate, maintain, repair, remove, relocate and replace Public Utilities and Drainage Easements, and a perpetual easement for ingress and egress for emergency vehicles, in and along real property owned by Grantor in Washington County, State of Utah, the easements being more fully described as follows:

See Exhibit A and B for the Public Utilities and Drainage Easement
See Exhibit C and D for the Emergency Access Easement

TO HAVE AND TO HOLD such property to Grantee, the City of St. George, forever for the uses and purposes normally associated with Public Utilities and Drainage Easements and Emergency Access Easements.

Grantee agrees to repair any damage which may occur to sidewalk, curb and gutter, pavement and low level vegetation which Grantor may have constructed in the easement as a result of Grantee's exercise of this easement. Grantee does agree to in no way encumber said easement or subject it to the imposition of liens of any type during the term of this easement. Grantor may not install, build, place or cause or allow anything to be installed, built or placed in the easement. If any improvement is installed, built, or placed within the easement, Grantor bears the risk of loss or damage to those improvements resulting from the exercise of the easement rights and the City is not responsible to repair, replace, maintain, indemnify or reimburse Grantor for any damage or loss.

The grant and other provisions of this easement shall constitute a covenant running with the land for the benefit of the Grantee its successors and assigns.

IN WITNESS WHEREOF, the Grantors has executed this instrument this ____ day of _____, 2013.

GRANTOR: STATE OF UTAH FOR THE BENEFIT OF DIXIE STATE UNIVERSITY OF UTAH

By: _____
Its: _____

STATE OF UTAH)
)
) ss.
)
COUNTY OF WASHINGTON)

On the ____ day of _____, 2013, A.D., personally appeared before me _____, who being by me duly sworn, did say, for himself/herself, said instrument was signed in behalf of the State of Utah For The Benefit of Dixie State University of Utah by authority of its by-laws (or resolution of its board of trustees) and said _____ duly acknowledged to me that said institution executed the same and that the seal affixed is the seal of said institution.

Notary Public

ACCEPTANCE OF DEDICATION

The City of St. George, a municipal corporation of the State of Utah, hereby accepts the above conveyance and dedication.

DATED this ____ day of _____, 2013.

CITY OF ST. GEORGE

Daniel D. McArthur, Mayor

ATTEST:

Christina Fernandez, City Recorder

Approved as to form:

Paula Houston, Deputy City Attorney

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Legislative Priorities for 2014

The 2014 Session of the Utah State Legislature will commence on Monday, January 27 through Thursday, March 13. According to the consensus revenue estimates prepared by the Governor's Office of Management and Budget and Office of Legislative Fiscal Analyst, the combined General Fund and Education Fund surplus from FY 2012 and projected revenue growth in FY 2013 and FY 2014 provide a total of \$132 million in new one-time funds and \$206 million in new ongoing funds. The Governor has recommended \$39.1 million in new on-going funds for the Utah System of Higher Education (USHE). Additionally, the Governor recommended funding the Weber State University Science Lab building.

Although there are many competing priorities that surface during the legislative session, the support of the Governor as well as the hard work of community and business leaders provides an opportunity for increased funding of Higher Education. The Commissioner's Office is working closely with these groups, institution Presidents and their staffs, and student leaders to ensure consistent messaging and strategy during the 2014 legislative session.

Legislative Preview Events

In early November 2013, the Board of Regents hosted five regional legislative briefings attended by Regents, Presidents, Trustee Chairs, the Commissioner's Office, and approximately half of all legislators. At these briefings the Regents' budget priorities and other issues were discussed.

On January 17 a legislative preview event attended by the Governor, Speaker of the House, and the Senate Majority Whip, was held with Regents and Trustees to further advocate the USHE agenda. **Regents, Trustees and Presidents are also invited to attend the annual Higher Education Day luncheon with legislators in the Capitol Rotunda on Friday, February 14.** Advocacy will continue throughout the legislative session in coordination with the institutions.

The Commissioner's Office continues to work with Education First, Prosperity 2020 and other education interests to advocate the budget priorities of the Board of Regents and the Governor's 66% by 2020 goal.

Governor's Budget Recommendations

The Governor followed the priority order of the Utah System of Higher Education, as approved by the Board of Regents in September. Specifically:

- **Compensation:** The Governor is recommending a base increase of \$12.8 million for compensation adjustments for health insurance and the Utah Retirement System (URS), approximately half of the 3% increase recommended by the Board of Regents.
- **Mission Based Performance Funding:** The Governor is recommending \$21.6 million divided between *Acute Equity* (\$19.3 mil.) and *Distinctive Mission* (\$2.3 million).

The Governor also recommended a number of other items in our request, including:

- \$1 million – Performance Based Funding
- \$3 million (one-time) – Regents' and New Century Scholarships
- \$250,000 – Engineering & Computer Science (STEM) Scholarships
- \$1,344,800 – State of Utah internal service fund adjustments (liability, property, fleet, etc.)
- While not part of the Higher Education budget, \$17.5 million for the Huntsman Cancer Institute.

The Commissioner's Office, Presidents and their staffs, will be closely monitoring legislation that could impact the Utah System of Higher Education, now and throughout the legislative session. With Assistant Commissioner Spencer Jenkins' assistance, I will prepare and distribute each Monday a weekly report on the status of higher education priorities and other issues of interest for distribution to Regents, Presidents, and Trustees.

The 2014-2015 USHE Budget Priorities, which were distributed to legislators at regional preview events, are attached.

Commissioner's Recommendation

1. Endorse the budget and capital facility priorities of the Utah System of Higher Education for the 2014 Session of the Utah State Legislature as adopted by the Board on September 13 and November 15, 2013.
2. The Regents, Commissioner and staff, Presidents and institutional representatives unite behind the system priorities in their advocacy with the Legislature.
3. Authorize the Commissioner, in consultation with the Presidents, to monitor, support, or oppose on a case-by-case basis, other legislation that may be introduced during the 2014 legislative session.
4. Request the Commissioner's Office provide the Board with regular reports during the legislative session regarding items of interest to the Utah System of Higher Education.

David L. Buhler
Commissioner of Higher Education

DLB/SJ
Attachment



HIGHLIGHTS

The State Board of Regents--Accountability

The 19-member Board of Regents, 16 appointed by the Governor, is responsible for statewide governance of Utah's public universities and colleges. The Legislature has granted the board power to control, manage, and supervise USHE to ensure efficiency, transparency, accountability. The duties of the Board include the selection of institution presidents, policy leadership, program review and approval, and oversight of budget and facilities.

The Commissioner of Higher Education is the Board's Chief Executive Officer and works closely with the institutional presidents to implement board policies and priorities. The Commissioner, with the support of the Board, also works closely with institution presidents and boards of trustees to provide state-level leadership of higher education in Utah.

USHE colleges and universities awarded 31,970 degrees and certificates in 2012-13. This includes 1,964 certificates, 10,376 Associate's degrees, 15,294 Bachelor's degrees, 3,501 Master's degrees, and 429 Doctorates and 406 Professional degrees. Institutions enrolled more than 180,000 students last year (headcount). Eighty-two percent of Utah high school graduates who go on to college or post-secondary training attend an institution of USHE.

In the 2013 Legislative Session, the Legislature formally added its support of Governor Herbert's statewide workforce goal, that 66% of Utah's adults will hold a postsecondary degree or certificate by the year 2020. The Board of Regents established this as a top priority in 2012. The 2014-15 budget priorities reflect the Board's commitment to enabling the Commissioner and USHE institutions to achieve the 66% goal. Eighty-nine percent of those graduates are expected to come from USHE institutions.

Statewide Focus on College Preparation & Completion

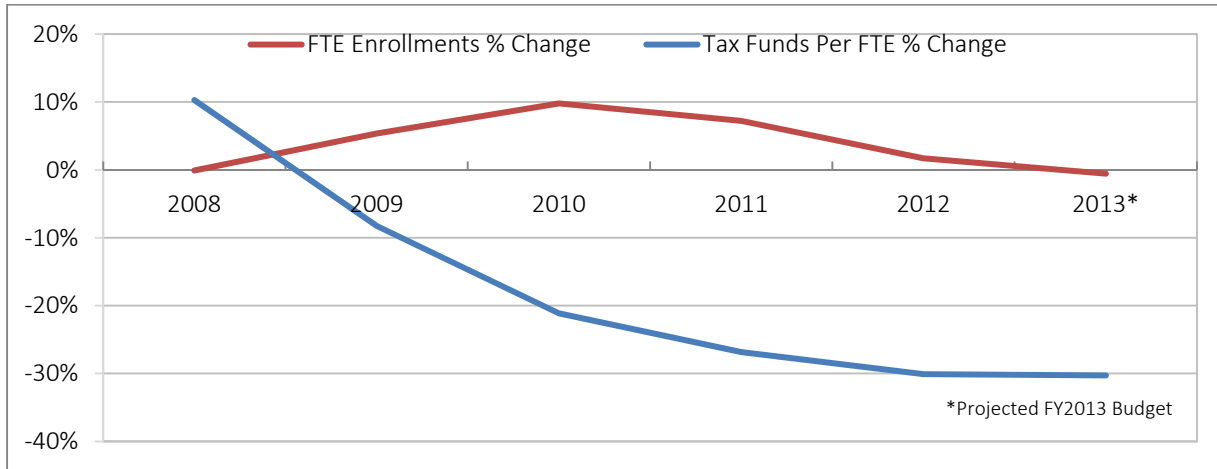
The Utah System of Higher Education, under the direction and with the full support of the State Board of Regents, is involved in a number of initiatives to partner with K-12, and encourage college preparation and completion. These include:

- **Concurrent Enrollment** - Over 27,000 students - approximately 1/3 of high school juniors and seniors - earned a total of 189,387 credits by enrolling in a concurrent enrollment course in 2012-13. All 41 school districts and 25 charter high schools participated. Of those students who enroll in concurrent enrollment courses, approximately 60% of the courses taken are general education college courses.
- **Coordination with K-12** - Using more than 200 volunteers from the business community, Utah Scholars encourages 8th grade students to take rigorous courses in high school in order to be "college and career ready". During the 2012-13 school year, the program reached 25,887 students in 121 schools (14 school districts). Also, the establishment of the K-16 Alliance has helped Regents and State Board of Education members improve collaboration and cooperation.
- **15-to-Finish** - This is an initiative targeted at current and incoming college students to go full-time, which is 15 or more credits per semester. This would enable more students to graduate in four years.
- **Regents' and New Century Scholarships** - Regents' Scholarship continues its double-digit growth. In 2013, awards grew by 45%. The Regents Scholarship provides an incentive for high school students to take advantage of their high school experience and successfully prepare for college.

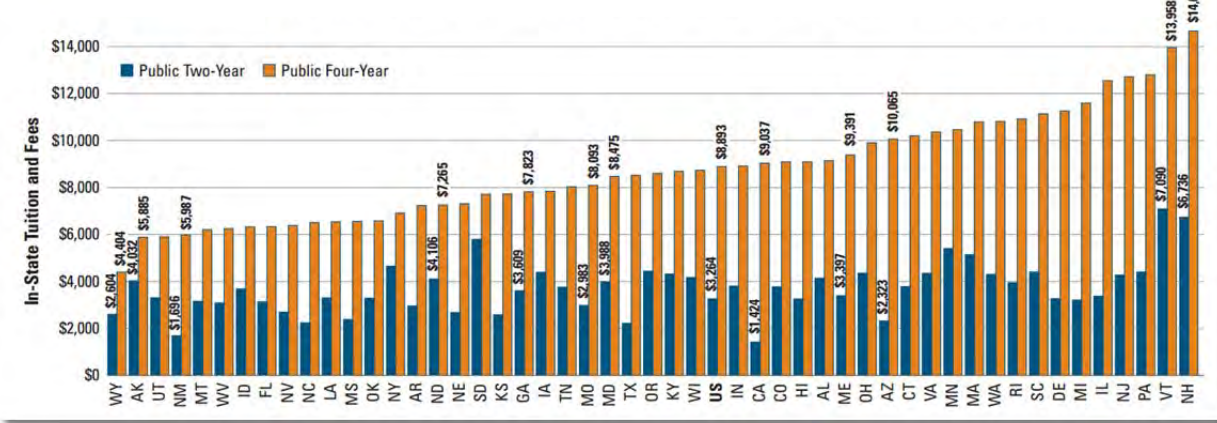
Utah Higher Education in 2013

USHE's universities and colleges are educating students for **27% less state tax funds** per student than in 2008. In total (state tax funds and tuition) Utah's universities and colleges spend **\$600 dollars less** per full-time equivalent student in 2013 than in 2008. Utah's four-year institutions are the 3rd most affordable in the country. It is important to keep them that way so Utahns have access to college.

Percentage change since 2008 in state funding per full-time equivalent student and enrollment



Average In-State Tuition and Fees at Public Four-Year and Two-Year Institution, by State 2013-2014



With the current base of funding, USHE institutions are instituting innovative solutions to better serve students. 53 degrees are now offered entirely online, with over 20% of students enrolled in an online course. In the past year, seven degree programs were eliminated while adding 15 new programs (6 associated with Dixie State University transition). In addition, 57 certificate programs were added in direct response to industry need. A new statewide focus on student completion is helping students make the most of their college experience – specifically in math remediation, graduation maps and stackable/reverse transfer degree awards.

2014-15 Priorities

In 2013 the Legislature passed, with strong support, a statewide goal that 66% of Utah's adults will hold a postsecondary degree or certificate by the year 2020. To achieve that goal, a significant increase in state support is required to expand capacity to recruit, accommodate, and support more students. This capacity would help increase faculty to eliminate bottlenecks in general courses, reduce waiting lists and expand high demand programs including Science, Technology, Engineering, and Health Professions. Increased capacity includes additional IT infrastructure, expansion of facilities, increases in student services such as advising and job placement, and increased priority on need-based aid programs to help reach new students in Utah who are not currently planning to attend college.

1) Compensation (75% State Portion)

\$31,611,300

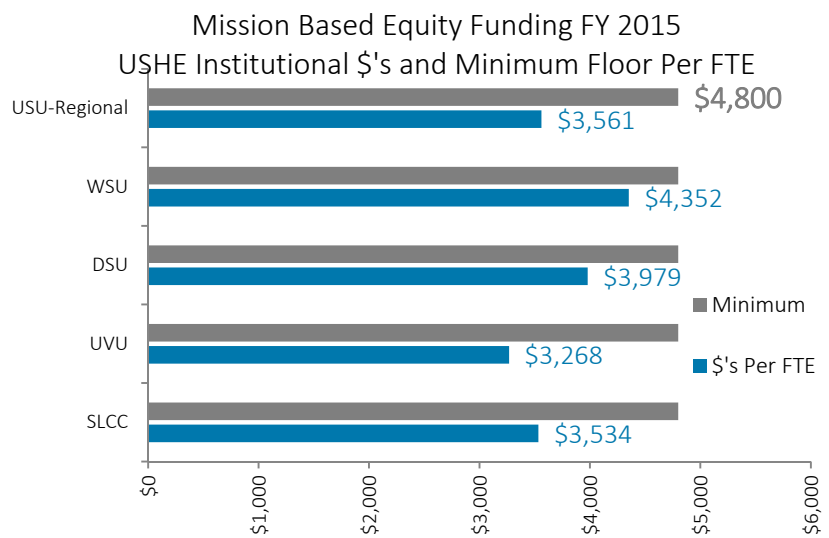
Qualified faculty and staff are key to training college graduates who are the supply chain in today’s knowledge economy. Utah colleges and universities compete in an intensely competitive national talent market making compensation a top priority to hire and maintain the best talent for our students. Proposed compensation is detailed in the following areas:

- 3% performance based compensation \$21,128,300
- 9.5% health/dental benefit increases \$ 8,675,600
- Utah State Retirement System (approx. 1/3 of USHE employees) \$ 1,807,400

2) Acute Equity and Capacity (Mission-based Performance Funding)

\$69,705,000

To build capacity to meet the 66 percent goal it is critical the state address the most acute student funding issues. Although each USHE institution receives less in state tax dollars, tuition, or both, than similarly situated institutions, this request focuses on the most acute funding inequities. These institutions face significant capacity limitations which could undermine the 66 percent goal. Funding would be allocated to institutions that have the most acute needs with the objective that Utah resident students should receive similar state support based on institutional mission and student type.



The Board of Regents proposes a minimum floor of state funding for resident undergraduate students of \$4,800. The Board intends to follow up in future years to address equity and capacity at all institutions. This year’s \$69.7 million request is recommended to be distributed as follows:

Utah Valley University	\$29,429,400	42%
Salt Lake Community College	\$21,714,900	31%
USU Regional Campuses	\$ 7,830,600	11%
Weber State University	\$ 6,200,600	9%
Dixie State University	\$ 4,529,500	7%

3) Distinctive Mission (Mission-based Performance Funding)

\$10,000,000

This funding allows institutions to focus new resources to further statewide strategic priorities in keeping with their own distinct mission. Institutions propose specific plans with objectives to increase participation, improve student completion and/or support economic development. Each initiative includes outcomes and accountability back to the Legislature.

UTAH SYSTEM OF HIGHER EDUCATION BUDGET PRIORITIES (CONTINUED)

4) Performance Based Funding (Increasing productivity and enhancing quality) \$2,000,000

This is to provide on-going funding to replace and build on one-time funding appropriated in 2013-2014. It will provide outcome based funding for core performance measure relating to increasing productivity through improving student completion of degrees/certificates. In 2013-14 specific metrics include:

- 1st year to 2nd year retention
- Increased overall completion
- Increase in graduate education
- Transition from developmental math to college math
- Acceleration in completing General Education Math Requirements

5) Operational Imperatives \$7,047,200

- Ongoing O&M for non-state funded projects approved by Legislature (1/3 of total) \$1,947,200
- U of U Utility Infrastructure \$3,900,000
- Higher Education Technology Initiative (HETI) \$1,200,000

6) Utah System of Higher Education Programs \$7,650,000

- Student Access
 - Regents' and New Century Scholarships – for projected growth: \$6,000,000
 - Success Stipends - Work-study & grants (average award: \$850/student): \$1,000,000
 - Engineering & Computer Science (STEM) Scholarships: \$ 250,000
- Collaborations
 - Tech. Intensive Concurrent Enrollment - Ongoing course maintenance, articulation: \$ 150,000
 - Utah Academic Library Consortium - Database acquisition for use by all institutions: \$ 250,000

STATE INITIATIVES

- Veterinary Medicine & Graduate Programs (USU) \$3,000,000
- Student Access Support & Completion (SLCC) \$3,400,000
- University Implementation (DSU) \$2,500,000
- Rural Superintendents Concurrent Enrollment (Snow) \$1,500,000

CAPITAL DEVELOPMENT PRIORITIZATION

Regents' Priority	Institution & Project	State Funds
1	WSU – New Science Lab Building (STEM)	\$57,400,000
2	Snow – Science Building Addition/Renovation (STEM)	\$18,945,575
3	UU – Crocker Science Center: Thomas Building (STEM)	\$34,000,000
4	USU – Statewide Instructional Initiative (Brigham City, USU Eastern)	\$26,500,000
5	SLCC – CTE Classroom & Learning Resource Space	\$27,000,000
6	DSU – Physical Education/Student Wellness Center	\$13,500,000
7	SUU – New Business Building	\$13,500,000
8	UVU – Performing Arts Building	\$30,000,000

Land Bank Request: DSU - East Elementary School Property \$1,000,000

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Completion Initiatives and "15 to Finish"

Background

In July 2013, the Board of Regents unanimously passed a resolution to "Implement Strategies to Increase Completion Rates in Support of the 66% Goal." This resolution acknowledged that the Utah State Board of Regents is committed to improving the completion rates of students who enroll in an institution within the Utah System of Higher Education by ensuring a quality, cost-effective educational experience and awarding meaningful education credentials that will help students find gainful employment and life-long success. The Presidents and their administrations and faculty have taken seriously the Board's charge and have been implementing these strategies. The five specific recommendations to institutional presidents are:

1. *Establish 15 credits hours per semester as the normal full-time course load for students. Institutions are strongly encouraged to promote the recommended course load and ensure their own top scholarship requirements define 15 credit hours/semester as full time, no later than the 2014-2015 academic year.*
2. *Set plateau tuition levels with a focus on 12 to 15 credit hours to help students maximize their tuition dollars and their time. Institutions are strongly encouraged to promote the advantages of taking more than 12 credit hours per semester as a way to complete a degree one year earlier.*
3. *Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students, ensure they are updated regularly to help students stay on track to finish their degrees on time and better enable institutions to maximize course scheduling availability for students.*
4. *For students who have not already met general education math requirements in high school, (1) encouraging students to enroll in an appropriate mathematics course in their first year of college, (2) encouraging institutions to adopt a strategy to transition students from developmental to credit-bearing math within three semesters, (3) marketing Math 1050 as a preferred concurrent enrollment option for high school seniors.*
5. *During the next year the Chief Academic Officers, Chief Student Services Officers and institutions are charged with exploring the feasibility of implementing reverse transfer/stackable credentials where students who complete the requirements for an associate degree are automatically awarded the degree, by institutions that award associate degrees, without an application (or fee). This may include the feasibility of a policy allowing for the "reverse transfer" of credits where academic credit for*

coursework completed at a four year university are transferred back to a transfer student's previous college to satisfy credentials such as a certificate or associate degree program requirements.

The resolution also called on Presidents to report their progress to the Board in January and July of 2014. The summary of those reports is attached.

Some general remarks on the initiatives and the progress made to date are in order.

- The USHE "15 to Finish" campaign launched on 22 October 2013, including a website, video (available on YouTube), and institutional companion sites. The USHE "15 to Finish" video played on video screens at five institutions: WSU, SUU, Snow, DSU, and UVU. These institutions also distributed posters, and promoted "15 to Finish" on their institutional websites.
 - The video was viewed more than 1000 times.
 - The "15 to Finish" Facebook ads reached nearly 31,000 people.
- There is only limited reporting on plateau tuition in the attached, because seven USHE institutions previously implemented plateau tuition.

Next steps:

- Continue progress in implementing each of the five strategies.
- Continue to improve and update semester-by-semester guides in graduation maps.
- Involve enrollment management in the math initiative to ensure that enough seats in the appropriate math courses are available for students. Move innovative math instructional models from the pilot stage to widespread implementation.
- Continue to employ other best practices to boost completion rates, including: improved intrusive and/or required advising; first year experience programs; expansion of summer programs; improved leave of absence policies; general education pathways, cohorts, and pre-majors; early alert programs; mentoring by staff and faculty; and learning communities.

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. Note that further follow-up will be handled by the Commissioner's Office as part of the Board's Completion strategic objective.

David L. Buhler
Commissioner of Higher Education

DLB/CLF
Attachment

January 2014 Board of Regents Completion Update

In July 2012 the State Board of Regents adopted a resolution encouraging the implementation of five proven strategies to improve college completion. Each institution has been working to implement these strategies. The resolution also requested that each president submit a report to the Board in January and July 2014 on their progress. This document summarizes the institutional reports for each of the five strategies.

1. *Establish 15 credits hours per semester as the normal full-time course load for students.*

- **University of Utah**
"Plan to Finish" encourages students to take 30 credits/year. Block U provides a thematic, cohort-based path to complete General Education in one year, using 15 credits/semester.
- **Utah State University**
USU will begin promoting the "15 to Finish" campaign in January 2014.
- **Weber State University**
Played "15 to Finish" ads on video screens across campus; promoted through online student access center. Advisors encourage students to take 15 credits, where appropriate. The "Tri-Semester" academic calendar allows students to more easily complete 30 credits in one year.
- **Southern Utah University**
Launched a robust "15 to Finish" campaign during registration. Website specified benefits of taking 15 credits; lawn signs reminded students to take more credits.
- **Snow College**
Majority of students already take 15 credits/semester. Major guides are based on completing at least 15 credits/semester.
- **Dixie State University**
Using social media, student newspaper, banners, and tv screens across campus to promote "15 to Finish." Advisors are now recommending that students enroll in at least 15 credit hours.
- **Utah Valley University**
First institution in the state to launch a "15 to Finish" campaign and accompanying website. Course planning website defaults to 15 credits/semester. Students engage in 4-year planning.
- **Salt Lake Community College**
Emphasizing 15 credits during advising and new student orientation.

1a. *Institutions are strongly recommended to ensure their own top scholarship requirements define 15 credit hours per semester as full time no later than the 2014-2015 academic year.*

Institutions that have implemented 15 credits/semester for at least some scholarships:

- U of Utah
- WSU
- SUU
- Snow
- DSU
- UVU
- USU investigating requiring 15 credits for the highest academic scholarships.
- SLCC President's and Deans' List require that recipients have taken 15 credits/semester.

2. *Set plateau tuition focused on 12-15 credit hours.*

- 7 institutions already provide plateau tuition: USU, WSU, SUU, Snow, DSU, UVU, SLCC.

USU will change plateau tuition from 13-18 to 12-18 credit hours effective Summer 2014. Online courses will now be counted toward the plateau. U of Utah exploring the move to plateau tuition, perhaps piloting in summer with Block U.

3. *Create accessible graduation maps for each major with specific recommended courses each semester.*

- U of Utah has created four-year plans for all majors (outside of the Honors College). These plans will be added to the catalog by the end of January 2014 and will be revised for 2014-2015.
- USU colleges with completed four-year plans: Humanities and Social Sciences, Engineering, and Science. Agriculture and Arts should be complete by end of the academic year; Education and Human Services and Huntsman School of Business will be starting the process soon.

January 2014 Board of Regents Completion Update

- WSU departments are working on graduation maps, and will include maps for students who must start with developmental math and English.
 - SUU is using a software tool, "DegreeWorks," for updating degree maps and monitoring student progress, although some versions of graduation maps are available on department websites.
 - Snow is in the process of updating degree maps (called "Major Guides"). They are also emphasizing articulation agreements to highlight "seamless transfer" to a 4-year institution.
 - DSU added degree mapping in the 2013-2014 catalog. By Fall 2014, degree maps will be created for evening degree programs and milestones will monitor student progress during their first year. In Fall 2014, Degree Compass will help students select a program of study that matches their talents.
 - UVU is in the process of putting existing paper 4-year degree maps into their version of DegreeWorks, "Wolverine Track." This process should be complete by April 2015. The 2014-2015 catalog will include degree maps, and departments are beginning to put them on their websites.
 - SLCC has created and published semester-by-semester graduation maps as part of their catalog and program advising sheets.
4. *Encourage students to take math earlier and improve transitions from developmental to for-credit math.*
- U of Utah "flipped" delivery of all Math 1010 courses starting Fall 2013, increasing success rate.
 - USU students enrolled in a math course are automatically pre-registered for next successive math class. A pilot of Math 1010 and Stats (Math) 1040 is in progress, as is the development of modular, self-paced materials available to students preparing for the math placement exam.
 - WSU increased pass and success rates by limiting the time that students have to complete courses; implementing a "Fast Track" to move students through developmental math more quickly; instituting a "flipped" delivery for math courses. Pass rates are 7-19% higher than in the traditional class.
 - SUU established a policy requiring all students to complete General Education within 60 credits, including math.
 - Snow's Math Redesign provides one-on-one instruction and permits students to complete developmental math more quickly, with a pass rate of about 76%. Nearly half of Math 1010 Redesign students enrolled in Math 1050 & 20% of Math 950 students completed 2 courses.
 - DSU advisors are encouraging students to take math in their first year and a new math technology lab enables students to prepare for Math 1050 using an emporium model with face-to-face assessment and assistance.
 - UVU's structured enrollment requires that students take developmental courses immediately until Math 1010 (and English 1010) are completed. Students then complete Math 1030/1040/1050 in their sophomore year. Due to the work of the K-16 Alliance, 48% of high school students from their service area placed directly into Math 1030/1040/1050.
 - SLCC created the College Preparatory Math Emporium (CPME) to allow students to move quickly through competency-based modules on their path to credit-bearing math. The pilot identified problems with fractions, resulting in a revised pedagogy in Spring 2014. SLCC is also piloting the waiving of pre-requisites for Math 1030 for a select group of students.

5. *Explore feasibility of implementing reverse transfer policies.*

The institutions have started working on this issue, and have—among other things—drafted a list of questions and concerns to be addressed. These include credit thresholds, division of labor, outreach efforts, and data processes. We will use the Spring 2014 Complete College Utah meeting to further identify and address some of these issues and expect to report progress at the July Board meeting.

- UVU created a process to automatically award an AS degree and waived the graduation fee for a 2-year degree, resulting in a 41% increase in applications.
- Approximately 100 students are in a pilot reverse transfer initiative with SLCC and USU.

January 15, 2014

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 November 15, 2013, Snow College, Ephraim, Utah and November 22, 2013, Southern Utah University, Cedar City, Utah.

B. Grant Proposals

1. University of Utah – DHHS National Institutes of Health; “Vida: A Comparison Study”; \$2,917,966. Jason Burrow-Sanchez, Principal Investigator.
2. University of Utah – National Science Foundation; “2D ALD Multiferroics for Brain”; \$2,000,000. Massood Tabib-Azar, Principal Investigator.
3. University of Utah – NIH Office of the Director; “Jensen DP2 Fall 2013”; \$2,235,000. Jakob Daniel Jensen, Principal Investigator.
4. University of Utah – NIH National Heart Lung & Blood Institute; “Targeted Peptide Conjugated Bi”; \$1,862,500. Sung Wan Kim, Principal Investigator.
5. University of Utah – DHHS National Institutes of Health; “TRPV3 Biomass Smoke Injury”; \$1,490,000. Christopher A. Reilly, Principal Investigator.
6. University of Utah – National Science Foundation; “Niche Array”; \$1,248,373. Douglas R. Bergman, Principal Investigator.
7. University of Utah – US Department of Defense; “Biofilm-related Infections”; \$1,137,926. Ryan E. Looper, Principal Investigator.
8. University of Utah – UT State Office of Rehabilitation; “Aspire”; \$2,083,877. Sara T. McCormick, Principal Investigator.

9. University of Utah – US Department of Defense; "B Welm DOD Breakthrough"; \$1,824,460. Bryan E. Welm, Principal Investigator.
10. University of Utah – NIH National Institute on Drug Abuse; "CDARO"; \$8,799,911. Annette E. Fleckenstein, Principal Investigator.
11. University of Utah – DHHS National Institutes of Health; "Mechanism of Erythropoiesis"; \$3,923,188. Josef Tomas Prchal, Principal Investigator.
12. University of Utah – DHHS National Institutes of Health; "Protein Interactions"; \$2,789,310. Jared P. Rutter, Principal Investigator.
13. University of Utah – DHHS National Institutes of Health; "Gene-Targeting in Zebrafish"; \$2,362,553. David Grunwald, Principal Investigator.
14. University of Utah – Army Medical Research Acquisition Activity; "Anastomotic Device"; \$2,026,053. Jayant Agarwal, Principal Investigator.
15. University of Utah – NIH National Institutes for Diabetes Digestive and Kidney Diseases; "Intestinal Lipid Transport"; \$1,862,500. Amnon Schlegel, Principal Investigator.
16. University of Utah – NIH National Institute for Diabetes Digestive and Kidney Diseases; "Helium Ion Microscopy"; \$1,490,000. Alfred N. Van Hoek, Principal Investigator.
17. University of Utah – University of Texas Southwestern Medical Center; "Refractory Depression"; \$1,408,149. Kathleen C. Light, Principal Investigator.
18. University of Utah – US Department of Defense; "Y Chromosome"; \$1,117,491. Lisa Anne Albright, Principal Investigator.
19. University of Utah – NIH National Center for Advancing Translation Sciences; "U of U CCTS KL2"; \$1,111,917. Donald McClain, Principal Investigator.
20. University of Utah – Yale University School of Medicine; "Cam Among Veterans"; \$1,097,227. Qing Treitler Zeng, Principal Investigator.
21. University of Utah – US Army; "CDMRP-2"; \$1,080,250. Kevin C. Brennan, Principal Investigator.
22. University of Utah – DHHS National Institutes of Health; "SERS-CMV Hearing Loss-Resubmit"; \$1,842,500. Albert H. Park, Principal Investigator.

23. University of Utah – DHHS National Institutes of Health; “Cardiac Shape Modeling”; \$1,136,481. Joshua E. Cates, Principal Investigator.
24. University of Utah – NIH National Institute on Deafness and Other Communication Disorders; “Magnetic Ci November 2013”; \$1,940,853. Jake J. Abbott, Principal Investigator.
25. University of Utah – NIH National Institute of Biomedical Imaging and Bioengineering; “Mirna Nanomed of Bone Neoplasm”; \$1,637,000. Jindrich Kopecek, Principal Investigator.
26. University of Utah – National Science Foundation; “Design & Verification Methods”; \$1,199,999. Ganes H. Gopalakrishnan, Principal Investigator.
27. University of Utah – National Science Foundation; “Energy Efficient Ray Tracing”; \$1,127,218. Erik L. Brunvand, Principal Investigator.
28. University of Utah – NIH National Institute for Child Health and Human Development; “Social Network Intervention”; \$3,411,263. Lauren Clark, Principal Investigator.
29. University of Utah – DHHS National Institutes of Health; “Targeting Cancer”; \$3,750,000. Andrea H. Bild, Principal Investigator.
30. University of Utah – NIH National Institute on Drug Abuse; “Phasic DA and Striatal Function”; \$2,222,944. Kristen A. Keefe, Principal Investigator.
31. University of Utah – DHHS National Institutes of Health; “Redox Targeting of Melanoma”; \$1,862,500. Philip Moos, Principal Investigator.
32. University of Utah – NIH National Institutes for Allergy and Infectious Disease; “Identification of PJI”; \$1,365,395. Amanda Elaine Brooks, Principal Investigator.
33. University of Utah – NIH National Institute on Drug Abuse; “Quantitation of Drugs of Abuse”; \$1,106,647. David E. Moody, Principal Investigator.
34. University of Utah – National Science Foundation; “Telescope Array- Base Funding”; \$3,743,330. Pierre Sokolsky, Principal Investigator.
35. University of Utah – NIH National Institute of Neurological Disorders and Stroke; “Cholinergic Synapses”; \$2,313,363. Andres Villu Maricq, Principal Investigator.

36. University of Utah – National Science Foundation; "Telescope Array Operations"; \$2,213,258. Pierre Sokolsky, Principal Investigator.
37. University of Utah – DHHS National Institutes of Health; "Biochemical and Biomedical App"; \$1,862,500. Peter J. Stang, Principal Investigator.
38. University of Utah – DHHS National Institutes of Health; "New Chem Tools to Design Prote"; \$1,831,831. Haitao Ji, Principal Investigator.
39. University of Utah – DHHS National Institutes of Health; "Molecular Understanding"; \$1,500,000. Nitin Phadnis, Principal Investigator.
40. University of Utah – DHHS National Institutes of Health; "Transition Metal"; \$1,491,000. Janis Louie, Principal Investigator.
41. University of Utah – DHHS National Institutes of Health; "Advancing Small-Molecule Immun"; \$1,242,000. John C. Conboy, Principal Investigator.
42. University of Utah – US Department of Energy; "Interaction of Ethylene"; \$1,117,500. Matthew T. Kieber-Emmons, Principal Investigator.
43. University of Utah – University of California Los Angeles; "Understanding OPV"; \$1,000,000. Zeev Valentine Vardeny, Principal Investigator.
44. University of Utah – NIH National Cancer Institute; "Hashibe/Tav Tigian R01 Resub"; \$3,731,161. Mia Hashibe, Principal Investigator.
45. University of Utah – NIH National Heart Lung and Blood Institute; "Sachse Hitchcock R01 Resub"; \$1,958,665. Frank Sachse, Principal Investigator.
46. University of Utah – DHHS National Institutes of Health; "Ablation & Atrial Fibrillation"; \$1,862,500. Ravi Ranjan, Principal Investigator.
47. University of Utah – DHHS National Institutes of Health; "Stromal and Tumor Targeting"; \$1,862,500. Sunil Sharma, Principal Investigator.
48. University of Utah – DHHS National Institutes of Health; "SOX2 in Squamous Lung Cancer"; \$1,862,500. Trudy Oliver, Principal Investigator.

49. University of Utah – DHHS National Institutes of Health; "His-Purkinje Pacing"; \$1,862,500. Derek James Dossdall, Principal Investigator.
50. University of Utah – DHHS National Institutes of Health; "Fusion Genes in Sarcoma"; \$1,862,500. Kevin Bruce Jones, Principal Investigator.
51. University of Utah – NIH National Cancer Institute; "Bhaskara HDA CS1,2 R01"; \$1,862,500. Srividya Bhaskara, Principal Investigator.
52. University of Utah – DHHS National Institutes of Health; "MONDA-TXNIP"; \$1,862,500. Donald E. Ayer, Principal Investigator.
53. University of Utah – NIH National Cancer Institute; "Bhaskara HAD C3 R01"; \$1,862,500. Srividya Bhaskara, Principal Investigator.
54. University of Utah – NIH National Institute of General Medical Science; "Ullman Renewal Resub"; \$1,676,250. Katharine S. Ullman, Principal Investigator.
55. University of Utah – NIH National Institute of Child Health and Human Development; "Dean K12 PCCTSDP Comp Renewal"; \$3,890,000. J. Michael Dean, Principal Investigator.
56. University of Utah – DHHS National Institutes of Health; "VLDL Composition, HDL Function"; \$3,757,065. Nazeem N. Nanjee, Principal Investigator.
57. University of Utah – NIH National Institute of Diabetes Digestive and Kidney Diseases; "SLIMM"; \$3,267,587. Srinivasan Beddhu, Principal Investigator.
58. University of Utah – NIH National Institute of Diabetes Digestive and Kidney Diseases; "Renal Bold MRI"; \$2,563,706. Glen Morrell, Principal Investigator.
59. University of Utah – CDC National Center for Injury Prevention and Control; "Poison Injury Center"; \$2,249,999. Mollie Rebecca Cummins, Principal Investigator.
60. University of Utah – DHHS National Institutes of Health; "Trans-NIH Research Support"; \$2,235,000. Demian Cazalla, Principal Investigator.
61. University of Utah – NIH Office of the Director; "Developing Therapies to Target"; \$2,235,000. June Louise Round, Principal Investigator.

62. University of Utah – DHHS National Institutes of Health; “Synaptic Mechanisms”; \$2,235,000. Jason Dennis Shepherd, Principal Investigator.
63. University of Utah – DHHS National Institutes of Health; “Evolution of Pathogen Mimicry”; \$2,235,000. Nels Christian Elde, Principal Investigator.
64. University of Utah – DHHS National Institutes of Health; “Trans-NIH Research Support”; \$2,235,000. Claudio Javier Villanueva, Principal Investigator.
65. University of Utah – NIH National Eye Institute; “Membrane Protein Transport”; \$1,875,000. Wolfgang Baehr, Principal Investigator.
66. University of Utah – NIH National Institute on Aging; “MIR92 and Arterial Aging”; \$1,862,500. Lisa Lesniewski, Principal Investigator.
67. University of Utah – NIH National Institute of Arthritis Musculoskeletal and Skin Diseases; “Genetics of Lyme Arthritis”; \$1,862,500. Janis J. Weis, Principal Investigator.
68. University of Utah – NIH National Institute of Child Health and Human Development; “BMP4 and Fibrillin in MFS”; \$1,862,500.
69. University of Utah – NIH National Institute of Diabetes Digestive and Kidney Diseases; “Neointimal Hyperplasia”; \$1,862,500. Yan-Ting Shiu, Principal Investigator.
70. University of Utah – DHHS National Institutes of Health; “Mansour FGF Signaling R01”; \$1,862,500. Suzanne L. Mansour, Principal Investigator.
71. University of Utah – NIH National Institute of Allergy and Infectious Disease; “Role of MIR-155”; \$1,862,500. Ryan M. O’Connell, Principal Investigator.
72. University of Utah – NIH National Institute of Mental Health; “Bonkowsky Hypoxia R01 Resub”; \$1,862,500. Joshua Leitch Bonkowsky, Principal Investigator.
73. University of Utah – NIH National Institute on Aging; “Atherosclerosis and Aging”; \$1,862,500. Lisa Lesniewski, Principal Investigator.
74. University of Utah – NIH National Institute of Diabetes Digestive and Kidney Diseases; “ROBO4/ARF6 and Adipose”; \$1,862,500. Lisa Lesniewski, Principal Investigator.

75. University of Utah – NIH National Heart Lung and Blood Institute; “Insulin Signaling/Cardioprotect”; \$1,862,500. Sihem Boudina, Principal Investigator.
76. University of Utah – DHHS National Institutes of Health; “ESCRT Functions in Cytokinesis”; \$1,862,500. Wesley I. Sundquist, Principal Investigator.
77. University of Utah – DHHS National Institutes of Health; “TMEV Seizures”; \$1,862,500. Robert S. Fujinami, Principal Investigator.
78. University of Utah – DHHS National Institutes of Health; “SPT6 & Fact”; \$1,862,500. Christopher Peter Hill, Principal Investigator.
79. University of Utah – NIH National Heart Lung and Blood Institute; “New Genes, Novel Mechanisms in”; \$1,862,500. Pina R. Bayrak-Toydemir, Principal Investigator.
80. University of Utah – NIH National Institute of Allergy and Infectious Disease; “Micro-RNAS and Chronic, Low GR”; \$1,862,500. Ryan M. O’Connell, Principal Investigator.
81. University of Utah – The Nationwide Childrens Hospital; “Weiss Sub to Nationwide”; \$1,677,814. Robert B. Weiss, Principal Investigator.
82. University of Utah – NIH National Institute of Allergy and Infectious Disease; “Blaschke R01 Oct 2013”; \$1,512,136. Anne Jeannette Blaschke-Bonkowsky, Principal Investigator.
83. University of Utah – NIH National Institute of General Medical Science; “Optimizing Genome Engineering”; \$1,490,000. Dana Carroll, Principal Investigator.
84. University of Utah – National Science Foundation; “METZS TEIN NSF”; \$1,172,864. Mark M. Metzstein, Principal Investigator.
85. University of Utah – Washington University in St. Louis; “Genomics of Impairment”; \$1,168,965. Kenneth Ivan Aston, Principal Investigator.
86. University of Utah – DHHS National Institutes of Health; “Angiogenesis”; \$3,012,994. Jeffrey A. Weiss, Principal Investigator.
87. University of Utah – DHHS National Institutes of Health; “ADNI”; \$2,908,197. Sarang Joshi, Principal Investigator.

88. University of Utah – NIH National Institute of Biomedical Imaging and Bioengineering; “Nanotox R01 Resubmission”; \$1,862,500. Hamidreza S. Ghandehari, Principal Investigator.
89. University of Utah – National Science Foundation; “Vulnerability to Climate Change”; \$1,492,610. Eric R. Pardyjak, Principal Investigator.
90. University of Utah – National Science Foundation; “Methane and Brine Fluxes”; \$1,323,545. Douglas Kip Solomon, Principal Investigator.
91. Utah State University – US Department of Health and Human Services - National Institutes of Health (NIH); “Progressions of Skill Development in Biology Doctorates: Patterns of Inequality”; \$1,439,796. David F. Feldon, Principal Investigator.
92. Utah State University – US National Aeronautics and Space Administration; “Kinetic Framework for the M-I-P Polar Wind System: A Unified Approach for Studying Hot and Cold Plasma Interactions”; \$1,240,935. Robert Schunk, Principal Investigator; Abdallah Barakat, Larry Gardner, Co-Principal Investigators.
93. Utah State University – UT Department of Workforce Services; “Utah Supplemental Nutrition Assistance Program Education (SNAP-Ed) FY 2014”; \$1,107,452. Heidi Leblanc, Principal Investigator; Debra Christofferson, Co-Principal Investigator.
94. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); “Viral and Host Factors in Neurotropic Flavivirus Infection”; \$1,472,960. Young-Min Lee, Principal Investigator; Sang-Im Yun, Co-Principal Investigator.
95. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); “Translational Research and Community Action to Address PM2.5 Air Pollution Health Risks”; \$3,374,363. Roger Coulombe, Principal Investigator; John Stevens, Randal Martin, Michael LeFevre, William Douchette, Roslynn Brain, Co-Principal Investigators.
96. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); “Bullying Prevention in Positive Behavior Support”; \$2,057,993. Scott Ross, Principal Investigator.
97. Utah State University – Lockheed Martin Space Systems; “Cryo-coller Electronics for the Lockheed Martin “GEOCARB” Program”; \$3,996,915. Dean Wada, Program Manager.
98. Utah State University – Naval Research Lab; “Full Spectrum Geospatial Intelligence Phase 2”; \$2,190,406. Shane Jenkins, Program Manager.

99. Utah State University – Missile Defense Agency; "Department of Defense Space Test Program Support"; \$1,089,581. John Santacroce, Program Manager.
100. Utah State University – Foundation for The National Institutes of Health; "Transplacental chemopreventin by dietary soy isoflavones"; \$1,794,007. Abby Benninghoff, Principal Investigator; Robert Ward, Co-Principal Investigator.
101. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); "Fatty Acid Receptors in Gustation"; \$1,727,732. Timothy Gilberton, Principal Investigator.
102. Utah State University – US National Science Foundation; "Secure and Resilient Vehicular Platooning"; \$1,188,440. Ryan Gerdes, Principal Investigator; Chris Winstead, R. Sharma, Ming Li, Kevin Heaslip, Co-Principal Investigators.
103. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); "BRP: Rationale Design of Spider Silk Proteins for Biomedical Materials"; \$ 2,933,437. Randolph V. Lewis, Principal Investigator.
104. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); "Mining the Microbiota of Cameroonian Plants for Therapeutics"; \$4,643,874. Jon Takemoto, Principal Investigator; Christian Iverson, Tom Chang, Jixun Zhan, Co-Principal Investigators.
105. Utah State University – The University of Arizona; "Origins Spectral Interpretation Resource Identification Security Regolith Explorer (OSIRIS-Rex)"; \$2,059,600. Jed Hancock, Program Manager.
106. Utah State University – University of Maryland Baltimore County; "Geostationary Remote Infrared Pollution Sounder (GRIPS) EVI-2"; \$45,145,235. Chad Fish, Program Manager.
107. Utah State University – Missile Defense Agency; "Advanced Data Transfer Equipment (ADTE) Follow On"; \$1,515,153. Brent Carlsen, Program Manager.
108. Utah State University – Missile Defense Agency; "Air Force Distributed Common Ground System (DCGS) Virtualized Imagery Processing Capability (VIP-C) Support 2012"; \$ 10,274,355. Glen Wada, Program Manager.

109. Utah State University – Naval Research Lab; "Naval Research Laboratory (NRL) Intelligence, Surveillance, and Reconnaissance Systems (ISRS) Task Order 0002 - Marine Corps (MC) Distributed Common Ground System (DCGS) 2014"; \$ 4,673,579. Teresa Jensen, Program Manager.

C. Awards

1. University of Utah – National Science Foundation; "MRI: Development of APT"; \$2,400,000. Robert Preston Riekenberg Ricci, Principal Investigator.
2. University of Utah – US Department of Energy; "Optimizing Geothermal Development of Deep Sedimentary Sy"; \$1,000,000. Joseph N. Moore, Principal Investigator.
3. University of Utah – National Science Foundation; "Collaborative: Dimensions"; \$1,370,098. Dale H. Clayton, Principal Investigator.
4. University of Utah – DOT National Highway Traffic Safety Administration; "Nemsis Technical Assistance Center"; \$1,500,000. Newell C. Mann, Principal Investigator.
5. University of Utah – NIH National Institute of General Medical Science; "Utilizing TALEN Technology"; \$2,235,000. Ryan M. O'Connell, Principal Investigator.
6. University of Utah – NIH National Institute of General Medical Science; "Toward Atomic Resolution"; \$2,235,000. Adam Frost, Principal Investigator.
7. University of Utah – HRSA Emergency Medical Services Child National Research Center; "Emergency Medical Services for Children Data Coordination"; \$2,800,000. J. Michael Dean, Principal Investigator.
8. University of Utah – VA Salt Lake City Health Care System; "Ideas Center"; \$2,677,128. John R. Hoidal, Principal Investigator.
9. University of Utah – NIH National Heart Lung and Blood Institute; "Genome-Wide Analysis of Cardiac Developments in Zebrafish"; \$1,500,959. H. Joseph Yost, Principal Investigator.
10. Utah State University – The University of Arizona; "Origins Spectral Interpretation Resource Identification Security Regolith Explorer (OSIRIS-Rex)"; \$1,186,947. Jed Hancock, Program Manager.
11. Utah State University – Naval Research Lab; "Charge Coupled Device (CCD) Camera for Michelson Interferometer for Global High-resolution Thermospheric Imager (MIGHTI)"; \$1,243,668. Blake Crowther, Principal Investigator.

D. Academic Items Received and Approved

1. New Programs
 - a. University of Utah – Emphasis in Animation
 - b. University of Utah – Certificate of Proficiency in Hazards and Emergency management
 - c. Southern Utah University – Minor in Film and Screen Studies
 - d. Dixie State University – Certificate of Completion in Media Production
 - e. Utah Valley University – Certificate of Proficiency in Advanced Substance Use Disorder Counseling
 - f. Utah Valley University – Certificate of Proficiency in Architectural Design Technology
 - g. Utah Valley University – Certificate of Proficiency in Autism Studies
 - h. Utah Valley University – Certificate of Proficiency in Civil Design Technology
 - i. Utah Valley University – Certificate of Completion in Construction Management
 - j. Utah Valley University – Certificate of Proficiency in Mechanical Design Technology
 - k. Utah Valley University – Certificate of Proficiency in Operations Management
 - l. Utah Valley University – Certificate of Proficiency in Structural Design Technology
 - m. Utah Valley University – Certificate of Proficiency in Substance Use Disorder Counseling
 - n. Utah Valley University – Emphasis in American Indian Studies
 - o. Utah Valley University – Emphasis in Aviation Fire Officer
 - p. Utah Valley University – Minor in Autism Studies
 - q. Utah Valley University – Minor in Internal Auditing
 - r. Utah Valley University – Minor in Writing Studies
 - s. Utah Valley University – Emphasis in Internal Auditing
 - t. Utah Valley University – Emphasis in General Accounting

2. Name Change
 - a. University of Utah – Emphasis in Fitness Leadership to Emphasis in Fitness and Wellness Specialist
 - b. University of Utah – Department of Ophthalmology to Department of Ophthalmology and Visual Sciences
 - c. University of Utah – Department of Orthopedics to Department of Orthopaedics
 - d. Utah State University – Master of Science in Human Resources to Master of Human Resources
 - e. Weber State University – Bachelor of Science in Technical Sales to Bachelor of Science in Professional Sales

3. Restructure

Utah Valley University – Bachelor of Arts in Theatre Arts

4. Reinstatement

Utah Valley University – Associate of Arts Pre-Major in Theatre Arts

5. New Administrative Unit
 - a. University of Utah – Department of Writing and Rhetoric Studies
 - b. University of Utah – Center for Latin American Studies
 - c. Weber State University – LGBT Resource Center
 - d. Southern Utah University – Center for Executive Development

6. Unit Consolidation
Weber State University – School of Computing

7. One-Year Review
University of Utah – School of Dentistry
University of Utah – Doctor of Dental Surgery

8. Three-Year Review
 - a. University of Utah – Minor in Portuguese and Brazilian Studies
 - b. University of Utah – Minor in Disability Studies
 - c. University of Utah – Minor in Modern Dance
 - d. University of Utah – Minor in Media Studies
 - e. Utah Valley University – Associate of Applied Science in Construction Management
 - f. Utah Valley University – Bachelor of Science in Construction Management

9. Discontinuance
 - a. Utah State University – Plan C Option in Master of Science Physics
 - b. Dixie State University – Emphasis in Visual Technology in BS Business Administration
 - c. Utah Valley University – Certificate of Proficiency in Substance Abuse Counseling
 - d. Utah Valley University – Emphasis in Database in Computer Science
 - e. Utah Valley University – Bachelor of Science in Theatre Arts
 - f. Utah Valley University – Certificate of Proficiency in Licensed Abuse Counseling

- E. Executive Committee Items Received and Approved
 1. University of Utah – Ground Lease Approval for Huntsman Cancer Institute (HCI) Phase IV Project

 2. Appointment of Interim President of Snow College

David L. Buhler
Commissioner of Higher Education

DLB/KLS
Attachments

STATE BOARD OF REGENTS MEETING
 SNOW COLLEGE, EPHRAIM, UTAH
 KAREN H. HUNTSMAN LIBRARY & NOYES BUILDING
 FRIDAY, NOVEMBER 15, 2013

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DRAFT

STATE BOARD OF REGENTS MEETING
SNOW COLLEGE, EPHRAIM, UTAH
KAREN H. HUNTSMAN LIBRARY & NOYES BUILDING
FRIDAY, NOVEMBER 15, 2013

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Bonnie Jean Beesley, Chair
Daniel W. Campbell, Vice Chair
Jesselie B. Anderson
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
Joyce P. Valdez
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
Noelle Cockett, Provost, Utah State University
Charles A. Wight, Weber State University
Richard Kendell, Southern Utah University
Scott L. Wyatt, Snow College
Stephen D. Nadauld, Dixie State University
Ian K. Wilson, Senior Vice President Academic Affairs, 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 8:00 a.m. with a breakfast meeting; they were joined by the Snow College Board of Trustees. The Committee of the Whole was called to order at **9:30 a.m.**

It was moved by Regent Davis and seconded by Regent Simmons for the Board of Regents to meet in Executive Session. The motion carried.

The Board of Regents met in Executive Session until 10:55 a.m. Executive Session was followed by the Board Committee meetings and lunch.

State of the College

President Scott L Wyatt gave a presentation on the state of Snow College. His presentation focused on Snow's strategic plan. More detail on Snow College's vision can be found at <http://www.snow.edu/vision>.

The Committee of the Whole was called to order at **1:15 p.m.**

Governor Gary R. Herbert

Governor Gary R. Herbert addressed the Board of Regents and the Utah System of Higher Education Presidents. He thanked them and others in higher education for their significant contributions. He spoke to education as a core piece of his focus on economic development. He also spoke to the 66% goal, the support of the Board of Regents and the Utah System of Higher Education, and his number one budget priority of education to help reach the 66% goal.

General Consent Calendar (TAB R)

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

- A. Minutes – Minutes of the Board meeting September 12 and 13, 2013, Utah State University, Logan, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved
- E. Finance/Facilities Items Received and Approved

Reports of Board Committees

Academic and Student Affairs Committee

Utah Valley University – Bachelor of Science in Physics Education (TAB A)

Regent Davis reported on the new degree request and moved its approval. It was seconded by Regent Zenger. The motion carried.

Utah Valley University – Bachelor of Science in Statistics (TAB B)

It was moved by Regent Davis and seconded by Regent Simmons to approve the new degree. The motion carried.

USHE Counselor Conference for Secondary School Administrators and Counselors (TAB C)
Regent Davis reported on this information item, no action was taken.

Report to the Legislature on the New Century and Regents' Scholarships (TAB D)
Regent Davis reported on this information item; no action was taken.

Regent Davis also extended an invitation for all to attend "Expect the Great" on Saturday, November 16, 2013 hosted by the University of Utah.

Finance/Facilities Committee

Utah State University – Non-state Funded Science and Technology Classroom Building (Tooele Campus) (TAB E)

Regent Marquardt reported this previously approved project changed in scope and he moved the approval for the project scope change as well as authorization to seek state-funded O&M support. It was seconded by Regent Barnes. The motion carried.

Dixie State University – Refinancing of Energy Savings Performance Contracting Project (TAB F)
It was moved by Regent Marquardt and seconded by Regent Pitcher to approve the request to refinance the Dixie State University energy savings performance contract. The motion carried.

USHE – 2020 Financial Forecast (TAB G)
Regent Marquardt and Commissioner Buhler reported on the updated 2020 Financial Forecast. The purpose of the report is to demonstrate the resources needed to reach the goal of 66% of the adult population having some form of post-secondary education credential by the year 2020. A one page handout "66% by 2020 Financial Forecast Overview," was distributed to the Regents. **It was moved by Regent Marquardt and seconded by Regent Clyde to approve the updated version of the USHE 2020 Financial Forecast to demonstrate the resources needed to reach 66% by 2020. The motion carried.**

Snow – Campus Master Plan Approval (TAB H)
It was moved by Regent Marquardt and seconded by Regent Prince to approve the Snow College campus master plan update. The motion carried.

Southern Utah University – New Market Tax Credits Funding Update (TAB I)
Regent Marquardt reported on the update to the New Market Tax Credits funding proposal that will provide funding for the new Shakespeare Festival Project. He reported that this item is anticipated to come before the Executive Committee and to be ratified at the January board meeting. No action was taken on this information item.

Utah Valley University – Institution Residence Expansion (TAB J)
Regent Marquardt reported on the bids that were received for the previously approved project. No action was taken on this information item.

USHE – Fall 2013 Enrollment Report (TAB K)

Regent Marquardt reported briefly on the report; no action was taken on this information item.

USHE – Annual Report on Leased Space (TAB L)

Regent Marquardt reported briefly on the report; no action was taken on this information item.

USHE – Institutional Residences Annual Report (TAB M)

Regent Marquardt reported briefly on the report; no action was taken on this information item.

Building Board Action on State-funded Capital Development Projects Recommended by the Board of Regents for Funding (TAB N)

Regent Marquardt reported on the State Building Board priority list. Weber State University's New Science Building ranked number one with both the Board of Regents and the Building Board. The Building Board kept the Board of Regents' ranking in tact with the exception of moving Utah State University's Statewide Instructional Initiative up on the list. No action was taken on this information item.

Summary of Statewide General Obligation Bonded Indebtedness (TAB O)

Regent Marquardt reported that during a previous report on bonded indebtedness within the Utah System of Higher Education, a request was made for additional information regarding the composition of the State's outstanding General Obligation Bonded Indebtedness. No action was taken on this information item.

Square Feet per FTE Student Charts (TAB P)

Regent Marquardt reported briefly on the changes to the USHE Total Square Feet per FTE Student chart that was originally presented at the September board meeting. No action was taken on this information item.

R555, Competition with Private Sector Policy Revisions (TAB Q)

Regent Marquardt reported that the committee had a lengthy discussion on this item. He reported the recommended changes to R555 will be presented at the January meeting. No action was taken on this information item.

Board Training on Open Meetings

Pamela Silberman, Communications Director in the Office of the Commissioner, gave a presentation to the Board of Regents fulfilling their required annual open board meeting training.

Appointment of Search Committees for Dixie State University (DSU) and Salt Lake Community College (SLCC) (TAB S)

It was moved by Regent Campbell and seconded by Regent Jensen to authorize Chair Beesley to appoint presidential search committees for Dixie State University and Salt Lake Community College pursuant to R203. The motion carried.

Appointment of Interim President of Salt Lake Community College (TAB T)

Regent Davis moved to appoint current SLCC Vice President for Student Affairs, Denece Huftalin, as the interim president of Salt Lake Community College effective January 1, 2014. The motion was seconded by Regent Valdez and it carried unanimously.

Resolution of Appreciation

Cynthia A. Bioteau

It was moved by Regent Davis and seconded by Regent Anderson to approve a resolution of appreciation for Cynthia A. Bioteau for her service to the Utah System of Higher Education as the president of Salt Lake Community College from 2005 to 2013. The motion carried unanimously.

It was moved by Regent Stoddard and seconded by Regent Pitcher to meet in Executive Session. The motion carried.

The Committee of the Whole adjourned at 2:45 p.m. and the Board of Regents met in Executive Session until 3:30 p.m.

Kirsten Schroeder, Executive Secretary

Date Approved:

DRAFT

STATE BOARD OF REGENTS MEETING
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
R. HAZE HUNTER CONFERENCE CENTER
NOVEMBER 22, 2013

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Bonnie Jean Beesley, Chair
Daniel W. Campbell, Vice Chair
Jesselie B. Anderson
Nina R. Barnes
Wilford W. Clyde
France A. Davis
James T. Evans
Marlin K. Jensen
Robert S. Marquardt
Erik Mikkelsen
Jed H. Pitcher
Robert W. Prince
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez

Regents Absent

Keith M. Buswell
Leslie Brooks Castle
Harris H. Simmons
John H. Zenger

Office of the Commissioner

David Buhler, Commissioner

Chair Beesley called the Board of Regents Committee of the Whole to order at **7:00 a.m.** It was moved by **Regent Davis and seconded by Regent Prince to move into executive session for the purpose of discussing the character, professional competence, or physical or mental health of individuals, pending or reasonable imminent litigation, and the possible sale of real property. The motion carried.** The Regents met in executive session from **7:00 a.m. to 3:30 p.m.**

Chair Beesley called the Board of Regents Committee of the Whole to order again at **4:07 p.m.**

Acknowledgements

Chair Beesley acknowledged President Richard E. Kendell and thanked him on behalf of the Board of Regents and the Utah System of Higher Education for his calm, assured leadership as Interim President during a transition period for Southern Utah University.

Chair Beesley recognized the Southern Utah University Presidential Search Committee and thanked them for their work and time. She also thanked members of the Commissioner's Office who managed the search and members of Southern Utah University President's Office who assisted the search process.

Southern Utah University Presidential Appointment

Regent Stoddard, Chair of the Search Committee, moved to appoint Scott L Wyatt as the next president of Southern Utah University. It was seconded by Regent Pitcher. The motion carried unanimously.

President and Mrs. Wyatt were introduced to the audience. Chair Beesley, Commissioner Buhler, and Southern Utah University Trustee Chair Eric Leavitt each congratulated and welcomed them. President and Mrs. Wyatt each expressed the honor they felt in being selected to be a part of the Southern Utah University community.

The Committee of the Whole adjourned at **4:30 p.m.**

Kirsten Schroeder, Executive Secretary

Date Approved:

STATE BOARD OF REGENTS
EXECUTIVE COMMITTEE
BOARD OF REGENTS BUILDING, 5TH FLOOR LIBRARY
DECEMBER 5, 2013

ITEMS RECEIVED AND APPROVED

University of Utah – Ground Lease Approval for Huntsman Cancer Institute (HCI) Phase IV Project

On December 5, 2013, the Board of Regents Executive Committee, acting in behalf of the full board as per R120, authorized the University of Utah to execute a ground lease with the Huntsman Cancer Foundation (HCF) to enable them to build Phase IV (a building to expand the research capabilities in family and pediatric cancer research) of the Huntsman Cancer Institute (HCI) complex.

Appointment of Interim President of Snow College

On December 5, 2013, the Board of Regents Executive Committee, acting in behalf of the full board as per R120, appointed Dr. Gary Carlston as Interim President of Snow College, effective January 10, 2014, to serve until a permanent president can be named.

R120, Bylaws of the State Board of Regents

3.6.2.2. Authority: The Executive Committee shall have the full authority of the State Board of Regents to act upon routine matters during the interim between Board meetings, but shall act upon non routine matters only under extraordinary and emergency circumstances. Actions of the Executive Committee shall be reported to the State Board of Regents at its next regular meeting following such action. (Utah Code §53B-1-104(7))

January 15, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report of the Technology Initiative Advisory Board to the Utah State Board of Regents

Issue

The 2001 Legislature approved SB61 *Enhancements to the State Systems of Public and Higher Education*. This legislation established an Engineering and Computer Science Initiative within the Utah System of Higher Education (USHE), with the goal to increase the number of students graduating from engineering, computer science, and related technology programs. The legislation created the Technology Initiative Advisory Board (TIAB), appointed by the Governor that makes an annual report to the Board of Regents. The attached document provides this year's report from the TIAB.

Background

Key highlights noted in the report include:

1. During the last 12 years, the Engineering and Computer Science Initiative has been successful in increasing the number of graduates in targeted areas.
2. Of all computer science and engineering degrees earned during FY13, approximately 36% were awarded to students who transferred credit from other USHE institutions. Each USHE institution contributed to this transfer impact.
3. During FY13, 1372 engineering degrees were awarded compared to 862 in 2000, and in computer science 741 degrees were awarded compared to 513 in 2000.
4. Since the initiative began, a total of 24,490 computer science and engineering degrees have been awarded.

Policy Issues

There are no policy issues associated with this report.

Commissioner's Recommendation

This report is for information to the Board of Regents. No action is required.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

The 2001 Legislature approved SB61 *Enhancements to the State Systems of Public and Higher Education*, sponsored by Senator Lyle Hillyard. This legislation established an Engineering and Computer Science Initiative within the Utah System of Higher Education with the intent to increase the number of students graduating from engineering, computer science, and related technology programs. To date, \$11.5 million of on-going funding plus \$10M of one-time funding have been appropriated to support this initiative. The following table gives a summary of the funding between FY02 and FY14.

Appropriated Funds

Engineering and Computer Science Initiative Funding History 2002-2014			
Year	Funds Appropriated		
	Ongoing	One time	Scholarship¹
2001-02	1,000,000	2,500,000	500,000
2002-03	2,000,000	1,000,000	0
2003-04	500,000	0	50,000
2004-05	500,000	500,000	0
2005-06	1,500,000	500,000	0
2006-07	500,000	700,000	0
2007-08	3,000,000	2,000,000	0
2008-09	0	250,000	0
2009-10	0	2,000,000	0
2010-11	0	0	0
2011-12	0	0	0
2012-13	2,500,000	0	0
2013-14	0	0	0
Total	11,500,000	9,450,000	550,000

One measure of Initiative success is measured through the transfer of students from one institution to another as students complete degree requirements. Of all computer science and engineering degrees earned during FY13, approximately 36% were awarded to students who transferred credit from other USHE institutions. Each USHE institution contributed to this transfer impact. This data suggests that each USHE institution carries a larger role than ultimate degree completion by enabling students to earn credits that are part of their overall educational pathway. This is evidence that transfer policies within the USHE impact students positively and serve to meet key state objectives in enabling students to complete their education.

¹ In 2001, SB61 established a loan forgiveness fund to assist students in obtaining degrees in engineering and computer science. In 2009, SB105 changed the loan forgiveness program to a scholarship program for the purpose of recruiting, retaining, and training engineering and computer science and related technology students. At that time scholarship funding was \$39,200 annually. In FY13 an additional \$300,000 of on-going scholarship funding was allocated by the Board of Regents from the FY13 \$2,500,000 appropriation.

Based on assessment by the Technology Initiative Advisory Board, the industry oversight committee responsible for making Initiative funding recommendations to the Utah State Board of Regents, the Engineering Initiative has been one of the most successful legislative efforts of the past decade. With participation among industry, higher education, and the state, the Initiative has proven to be a model program with strong accountability and demonstrable results.

During FY13, 1372 engineering degrees were awarded compared to 862 in 2000, and in computer science 741 degrees were awarded compared to 513 in 2000. Over the length of the Initiative, there has been a consistent increase in overall degrees awarded in the targeted areas. Since the initiative began, a total of 24,490 computer science and engineering degrees have been awarded. The Initiative has resulted in a positive cumulative impact for the state. It is believed that a modest investment of state dollars has made a significant difference for Utah.

Key provisions of SB61 include:

1. Established a goal to triple the number of graduates from USHE institutions in engineering, computer science, and related technology.
2. Directed the Regents to establish rules providing the criteria for those fields of study that qualify as “related technology.”
3. Provided supplemental funds for equipment purchases to improve the quality of instructional programs in engineering, computer science, and related technologies.
4. Established a student scholarship to encourage enrollment in programs included in the initiative.
5. Assisted USHE institutions to hire and retain qualified faculty to teach in initiative programs.
6. Increased program capacity by funding new and renovated capital facilities, and funding for new engineering and computer science programs.
7. Created a Technology Initiative Advisory Board to make recommendations to the Regents in its administration of the initiative. The advisory board is to include individuals appointed by the Governor from business and industry who have expertise in the areas of engineering, computer science, and related technologies.

Technology Initiative Advisory Committee Members

- John Sutherland (Chair) Brigham Young University
- Susan Johnson (Co-Chair) Futura Industries
- Richard Anderson Hewlett Packard, Retired
- Reed Brown Local Digital Insider
- Roland Christensen Applied Composite Technology
- Ed Ekstrom Quail Creek Capital
- Chuck Taylor Metalcraft Technologies
- J. Howard VanBoerum VanBoerum & Frank