

STATE BOARD OF REGENTS MEETING  
DIXIE STATE UNIVERSITY, ST. GEORGE, UTAH  
JEFFREY R. HOLLAND CENTENNIAL COMMONS – FIFTH FLOOR  
FRIDAY, MARCH 28, 2014

AGENDA

8:00 – 9:20 AM            BREAKFAST MEETING – STATE BOARD OF REGENTS, DIXIE STATE UNIVERSITY  
BOARD OF TRUSTEES, PRESIDENT NADAULD, COMMISSIONER BUHLER  
Location: Zion Room (537)

9:00 – 9:30 AM            CONTINENTAL BREAKFAST FOR OTHERS (Wilkinson Room, 570)

9:30 – 10:30 AM         MEETINGS OF BOARD COMMITTEES

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Regent France A. Davis, Chair

Location: Wittwer Room (550)

**ACTION:**

- |   |       |
|---|-------|
| 1. New Century and Regents' Scholarship Award Amounts for 2014-15   | TAB A |
| 2. R315 (Service Area Designations and Coordination of Off-Campus Courses and Programs): Verification of Existing Delivery Outside of a Designated Service Area | TAB B |
| 3. Recommendations on High School Mathematics Preparation for Students Enrolling in Utah System of Higher Education Institutions                                | TAB C |

**CONSENT:**

Please see the General Consent Calendar at TAB T.

**INFORMATION:**

- |   |       |
|---|-------|
| 1. Report on Services for Veterans                        | TAB D |
| 2. State Systems Transformation Co-creation Participation | TAB E |

**FINANCE/FACILITIES COMMITTEE**

Regent Robert S. Marquardt, Chair

Location: Last Room (535)

**ACTION:**

- |   |       |
|---|-------|
| 1. Dixie State University - Campus Master Plan Update   | TAB F |
| 2. Dixie State University - Burns Arena North Office Addition   | TAB G |
| 3. University of Utah - Huntsman Center Arena Phase 1 Upgrade and Remodel   | TAB H |
| 4. Revision of Policy R590, Issuance of Revenue Bonds for Facilities Construction, Facilities Acquisition, or Equipment | TAB I |
| 5. Revision of Policy R491, University Research Parks   | TAB J |
| 6. Adoption of Policy R122, Board Conflict of Interest Policy   | TAB K |
| 7. Revision of Policy R588, Delegation of Debt Policy to Boards of Trustees   | TAB L |
| 8. Revision of Policy R205, Presidential Appointment, Term of Office, and Compensation and Benefits                     | TAB M |

**CONSENT:**

Please see the General Consent Calendar at TAB T.

**INFORMATION:**

- |   |       |
|---|-------|
| 1. USHE - Spring 2014 Enrollment Report | TAB N |
|---|-------|

- |   |       |
|---|-------|
| 2. HigherEdUtah2020 - 2014 Report   | TAB O |
| 3. USHE - Annual Money Management Report for Fiscal Year Ending June 30, 2013 | TAB P |
| 4. University of Utah - Series 2014A General Revenue Refunding Bonds          | TAB Q |
| 5. University of Utah - Health Sciences Center Campus Master Plan             | TAB R |
| 6. USHE - Capital Facilities Update for 2014-15                               | TAB S |

10:30 – 11:00 AM      STATE OF THE UNIVERSITY – PRESIDENT NADAULD  
Location: Zion Room (537)

11:00 AM – 12:30 PM      COMMITTEE OF THE WHOLE  
Location: Zion Room (537)

- |   |       |
|---|-------|
| 1. Commissioner’s Report  |       |
| 2. General Consent Calendar   | TAB T |
| 3. Reports of Board Committees  |       |
| 4. 2014 Legislative Session Report and Budget Update                            | TAB U |
| a. Resolution of Appreciation   |       |
| 5. Tuition Increases for 2014-15 (1 <sup>st</sup> - and 2 <sup>nd</sup> - tier) | TAB V |
| 6. Fee Increases for 2014-15  | TAB W |
| 7. Preliminary Framework for 2015-16 Budget Request                             | TAB X |

12:30 – 1:30 PM      EXECUTIVE SESSION & LUNCH (Closed Meeting – State Board of Regents)  
Location: Last Room (535)

12:30 – 1:30 PM      LUNCH FOR OTHERS  
Location: Zion Room (537)

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.

March 19, 2014

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: New Century and Regents' Scholarship Award Amounts for 2014-15

Background

The New Century Scholarship was established by the Utah Legislature in 1999 to encourage students to accelerate their education by earning an Associate's degree in high school from an institution within the Utah System of Higher Education, and requires at least a 3.0 college cumulative GPA and at least a 3.5 high school cumulative GPA. The Utah Legislature created the Regents' Scholarship in 2008 to encourage Utah high school students to prepare for college academically and financially by taking a core course of study during grades 9-12 while also saving for college. We support continued investment in these students who have worked hard during high school to be college ready in support of the 66% goal.

For the Regents' Scholarship, the Base Award is a one-time payment of up to \$1,000 for students who complete a core course of study, meet a minimum GPA, minimum grades on specific courses, and ACT requirements. Students qualify for the Exemplary Achievement Award by having no grade lower than a "B" in the required classes, at least a 3.5 cumulative GPA, and a composite ACT score of 26. The New Century and Regents' Scholarship Exemplary Award is a flat dollar amount and the maximum amount a recipient may receive is \$1,250 per semester, renewable for up four semesters. The Utah Educational Savings Plan (UESP) Supplemental Award in the Regents' Scholarship is available for students who earn the Base Award and who have contributed to a UESP account during ages 14-17 (a maximum award of \$100 per year for each \$100 contributed to their account). The scholarships maybe used at any public college or university in the Utah System of Higher Education, as well as at Brigham Young University, LDS Business College and Westminster College.

The Board of Regents is authorized to set the award amounts based on legislative appropriation and number of qualified applicants. Since 2010, the Commissioner's Office, in behalf of the Board of Regents, has also been required by law to advise scholarship applicants and potential applicants that the level of awards are subject to legislative appropriation and may be reduced and vary from year to year.

Issue

In September 2013, based on prior growth, compliance data and trend analysis estimates, the Regents requested \$6 million of ongoing money to fund the scholarships and this amount was recommended by the Fiscal Analyst and prioritized by the Higher Education Appropriations Subcommittee. Following the February 1 deadline it was determined Regents' Scholarship applications grew by 17 percent over the previous year. This is slowed growth compared to the staggering 44% increase in 2013. Similarly, New Century applications grew by 14 percent over the prior year. Therefore, based on the number of applications and the percentage of those who now appear likely to receive awards, we estimated that \$3.5 million was needed to fully fund both scholarships at \$1,250 per semester (\$2,500 per year). In these projections we accounted for a larger number of previously deferred recipients (such as for LDS missionaries) who will start returning and activating their scholarships during the academic year. As we have done the past couple of years, to maximize the use of state dollars and to treat all students equitably we have combined scholarship administration and budgets.

We are pleased to report the legislature approved an increase of \$3 million one-time funding for the Regents' Scholarship program and a \$500,000 one-time appropriation for the New Century Scholarship program. These appropriations will provide enough resources to set the amount for the New Century and Regents' Exemplary awards to be fully funded at \$1,250 per semester for 2014-15 college academic year.

#### Commissioner's Recommendation

The Commissioner recommends that, pursuant to Utah Code Annotated 53B-8-108(8)(b), the Board approve the following amounts for the New Century and Regents' Scholarships for the college academic year 2014-15:

<u>New Century Scholarship:</u>	<u>\$1,250 per semester (100% of full amount)</u>
<u>Regents' Base Award:</u>	<u>\$1,000 one-time (100% of full amount)</u>
<u>Regents' Exemplary Award:</u>	<u>\$1,250 per semester (100% of full amount)</u>
<u>Regents' UESP Savings Match</u>	<u>Up to \$400 one-time (100% of full amount)</u>

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David L. Buhler  
Commissioner of Higher Education

DLB/MMK

March 19, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: R315 (Service Area Designations and Coordination of Off-Campus Courses and Programs): Verification of Existing Delivery Outside of a Designated Service Area

Issue

On September 13, 2013, the State Board of Regents passed a revision to policy R315 (Service Area Designations and Coordination of Off-Campus Courses and Programs). With the revision, the designated service regions are identified as follows in R315-7:

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

The following statement is included in the revised policy.

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

The Board of Regents now needs to approve the list compiled from institutional responses to verify existing (and “grandfathered”) delivery of courses and programs that are not asynchronous (fully on-line) and that are offered outside the institutional designated service areas.

#### Background

Institutional responses as required in Section 6.2 of the R315 policy are provided in the attached spreadsheet. Approval of this list will confirm approved delivery of the named courses and programs that are not asynchronous in delivery (fully on-line) outside of institutional service regions. Courses and programs an institution wishes to deliver outside its service region and not on this approved list are subject to the right of first refusal processes noted in R165 (Concurrent Enrollment) for Concurrent Enrollment courses and to the provisions of R315 for all other courses and programs.

This list has been reviewed and verified by the USHE Council of Chief Academic Officers (CAOs), and review by the Council of Presidents (COP) occurred on January 7, 2014.

#### Policy Issues

There are no outstanding policy issues.

#### Commissioner’s Recommendation

The Commissioner recommends approval of the list of programs by the Board of Regents as required in R315, Section 6.2 (Verification of Existing Delivery Outside of a Designated Service Area).

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David L. Buhler  
Commissioner of Higher Education

DLB/EJH  
Attachment

**R315: Service Area Designations and Coordination of Off-Campus Courses and Programs**

**Section 6.2 Verification of Existing Delivery Outside of a Designated Service Area.**

**Purpose for List:** On September 13, 2013, the State Board of Regents passed a revision to policy R315 (Service Area Designations and Coordination of Off-Campus Courses and Programs). With the revision, the designated service regions are identified as follows in R315-7:

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

**List Contents:** Institutional responses as required in Section 6.2 of the R315 policy are provided in the spreadsheet that follows. **Note that programs that are fully online (asynchronous delivery) are not subject to the Service Area Designations and are not included on this list. Courses/Programs offered WITHIN the institution's Designated Service Region are not indicated on this list.** Approval of this list will verify approved delivery of the named courses and programs outside of institutional service regions consistent with R315 and effective January 24, 2014, with Regent approval. Courses and programs an institution wishes to deliver outside its service region and NOT on this approved list are subject to the right of first refusal processes noted in R165 (Concurrent Enrollment) for Concurrent Enrollment courses and to the provisions of R315 for all other courses and programs.

KEY:



Designates Counties That Comprise an Institution's Designated Service Area per R315

N/A

Not Applicable

		C O U R S E S																																			
		Course(s) Currently (as of October 13, 2013) Delivered Outside the Institution's Designated Service Area																																			
INSTITUTION	DESIGNATOR	NUM-BER	CONCURRENT ENROLLMENT	Beaver	Box Elder	Cache	Carbon	Daggett	Davis	Duchesne	Emery	Garfield	Grand	Iron	Juab	Kane	Millard	Morgan	Plute	Rich	Salt Lake	San Juan	Sanpete	Sevier	Summit	Tooele	Uintah	Utah	Wasatch	Washington	Wayne	Weber					
DSU	N/A	N/A	N/A																																		
SLCC	ART	1020	x						x															x													
SLCC	ART	1120	x																					x													
SLCC	ART	1530	x						x																												
SLCC	ART	1540	x						x																												
SLCC	ART	1600	x																																		
SLCC	ART	1800	x																																		
SLCC	AUTO	1010	x																																		
SLCC	AUTO	1150	x																																		
SLCC	BIOL	1090	x																																		
SLCC	BTEC	1010	x						x																												
SLCC	CHEF	1110	x																																		
SLCC	CHEF	2520	x																																		
SLCC	CJ	1010	x																																		
SLCC	CJ	1330	x																																		
SLCC	CJ	1360	x																																		
SLCC	CJ	2540	x																																		
SLCC	CMGT	1010	x																																		
SLCC	CMGT	1045	x																																		



# C O U R S E S

Course(s) Currently (as of October 13, 2013) Delivered Outside the Institution's Designated Service Area

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SLCC	CMGT	1145	x						x																x														
SLCC	CMGT	1200	x						x																x														
SLCC	CMGT	1225	x						x																x														
SLCC	CMGT	1245	x						x																x														
SLCC	COMM	1010	x																																				
SLCC	COMM	1020	x																																				
SLCC	EDDT	1010	x																																				
SLCC	EDDT	1040	x																																				
SLCC	EDDT	1100	x																																				
SLCC	EDU	1010	x																																				
SLCC	FHS	1010	x																																				
SLCC	FHS	1500	x																																				
SLCC	FHS	2400	x																																				
SLCC	FHS	2600	x																																				
SLCC	FIN	1050	x																																				
SLCC	FLM	1045	x																																				
SLCC	INTD	1010	x																																				
SLCC	MATH	1010	x																																				
SLCC	MATH	1030	x																																				
SLCC	MATH	1050	x																																				
SLCC	PHYS	1010	x																																				
SLCC	WLD	1005	x																																				
SLCC	WLD	1110	x																																				
SLCC	WLD	1111	x																																				
SLCC	WLD	1120	x																																				
SLCC	WLD	1121	x																																				

# C O U R S E S

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SLCC	WLD	1260	x																		x															
SNOW	ART	1010	x	x							x				x					x																
SNOW	CI	1010	x	x							x									x																
SNOW	COMM	1020	x	x																x																
SNOW	ENGL	1010	x								x																									
SNOW	ENGL	2230	x	x																																
SNOW	GEOG	1000 / 1005	x																																	
SNOW	GEOG	1300	x																																	
SNOW	HFST	1500	x																																	
SNOW	MATH	1050	x	x																																
SNOW	MUSC	1030	x	x																																
SNOW	PHSC	1000	x	x																																
SNOW	POLS	1100	x	x																																
SNOW	PSY	1010	x	x																																
SNOW	SOC	1010	x	x																																
SUU	N/A	N/A	N/A																																	
Uofu	ANTH	1020	N/A																																	
Uofu	ART	1020	N/A																																	
Uofu	ART	1070	N/A																																	
Uofu	ART	1080	N/A																																	

U of U - Park City Only

# C O U R S E S

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Uofu	ART	2060	N/ A						x																									
Uofu	ART	3045	N/ A									x																						
Uofu	ART	3070	N/ A						x																									
Uofu	ART	3080	N/ A						x																									
Uofu	BIOEN	1510	N/ A						x																									
Uofu	BIOL	1210	N/ A						x																									
Uofu	BIOL	3045	N/ A										x																					
Uofu	BIOL	5345 / 5346	N/ A										x																					
Uofu	COMM	1270	N/ A						x																									
Uofu	COMM	5300	N/ A						x																									
Uofu	ECON	1740	N/ A						x																									
Uofu	ECON	2010	N/ A						x																									
Uofu	ECON	2020	N/ A						x																									
Uofu	ECON	3100	N/ A						x																									

# C O U R S E S

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UofU	ESSF	1000	N/ A						x																													
UofU	ESSF	1008	N/ A						x																													
UofU	ESSF	1057	N/ A						x																													
UofU	ESSF	1350	N/ A						x																													
UofU	ESSF	1351	N/ A						x																													
UofU	ESSF	1352	N/ A						x																													
UofU	ESSF	1353	N/ A						x																													
UofU	ETHNC	2570	N/ A						x																													
UofU	ETHNC	2580	N/ A						x																													
UofU	FILM	3210	N/ A						x																													
UofU	GERON	3050	N/ A						x																													
UofU	GNDR	3140	N/ A						x																													
UofU	GNDR	3690	N/ A						x																													
UofU	HIST	1100	N/ A						x																													

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Uofu	HIST	1110	N/ A						x																									
Uofu	HIST	1510	N/ A						x																									
Uofu	HIST	1700	N/ A						x																									
Uofu	MATH	1010	N/ A						x																									
Uofu	MATH	1030	N/ A						x																									
Uofu	MATH	1050	N/ A						x																									
Uofu	MATH	1060	N/ A						x																									
Uofu	MATH	1070	N/ A						x																									
Uofu	MATH	1090	N/ A						x																									
Uofu	MATH	1100	N/ A						x																									
Uofu	MATH	1210	N/ A						x																									
Uofu	MATH	1220	N/ A						x																									
Uofu	MATH	2210	N/ A						x																									
Uofu	MGT	3410	N/ A						x																									

Park City

# C O U R S E S

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Uofu	MGT	3810	N/ A						x																											
Uofu	MUSC	1010	N/ A						x																											
Uofu	MUSC	1236	N/ A						x																											
Uofu	MUSC	2100	N/ A						x																											
Uofu	MUSC	3003	N/ A						x																											
Uofu	MUSC	3600	N/ A						x																											
Uofu	NUTR	1020	N/ A						x																											
Uofu	PHIL	1000	N/ A						x																											
Uofu	PHIL	1001	N/ A						x																											
Uofu	PHIL	1250	N/ A						x																											
Uofu	PHIL	3640	N/ A						x																											
Uofu	POLS	1100	N/ A						x																											
Uofu	POLS	2100	N/ A						x																											
Uofu	POLS	2300	N/ A						x																											

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Uofu	POLS	3030	N/ A						x																											
Uofu	POLS	3140	N/ A						x																											
Uofu	POLS	3410	N/ A						x																											
Uofu	SBS	3000	N/ A						x																											
Uofu	SPAN	1010	N/ A						x																											
Uofu	SPAN	1020	N/ A						x																											
Uofu	SPAN	2010	N/ A						x																											
Uofu	SPAN	2020	N/ A						x																											
Uofu	SW	1010	N/ A																																	
Uofu	SW	2300	N/ A																																	
Uofu	TL	5491	N/ A																																	
Uofu	UGS	1730	N/ A																																	
Uofu	UGS	3690	N/ A																																	
Uofu	WRTG	2010	N/ A																																	

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UofU	WRTG	3015	N/A						x																														
UofU	WRTG	3016	N/A						x																														
UVU	CAW	1130	x										x																										
UVU	CAW	1140	x										x																										
UVU	CHEM	1010	x						x																														
UVU	CHEM	1015	x						x																														
UVU	DGM	1110	x						x																														
UVU	DGM	1110	x						x																														
UVU	DGM	1110	x						x																														
UVU	ESFF	1000	x																																				
UVU	ESFF	1000	x																																				
UVU	MAT	1010	x																																				
UVU	MGMT	1250	x																																				
UVU	MGMT	1250	x																																				
UVU	MGMT	1250	x																																				
UVU	MGMT	1250	x																																				
UVU	PES	2400	x																																				
UVU	PES	2400	x																																				
UVU	PES	2400	x																																				
UVU	POLS	1100	x																																				
WSU	AT	2175	x																																				
WSU	AT	2300	x																																				
WSU	AUSV	1100	x																																				



# C O U R S E S

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WSU	DET	1060	x		x																			x												
WSU	DET	1160	x																						x											
WSU	DET	1250	x																						x											
WSU	DET	1350	x																						x											
WSU	ENGL	1010	x													x																				
WSU	HIST	1700	x																																	
WSU	HTHS	1110				x																														
WSU	HTHS	1111				x																														
WSU	HTHS	1101	x			x																				x										
WSU	HTHS	1120	x																								x									
WSU	HTHS	1105	x																								x									
WSU	HTHS	1106	x			x																					x									
WSU	IDT	1010	x																									x								
WSU	NUTR	1020	x			x																														
WSU	PAR	1000	x																																	
WSU	PAR	1001	x																																	
WSU	POLS	2060	x																																	
WSU	SST	1303	x																																	
WSU	SST	2991	x																																	
WSU	THEA	1013	x																																	
USU	COST	1100	x																																	
USU	COST	1110	x																																	
USU	COST	1200	x																																	
USU	COST	1210	x																																	



# C O U R S E S

Course(s) Currently (as of October 13, 2013) Delivered Outside the Institution's Designated Service Area

INSTITUTION	DESIGNATOR	NUM-BER	CONCURRENT ENROLLMENT	Beaver	Box Elder	Cache	Carbon	Daggett	Davis	Duchesne	Emery	Garfield	Grand	Iron	Juab	Kane	Millard	Morgan	Piute	Rich	Salt Lake	San Juan	Sanpete	Sevier	Summit	Tooele	Uintah	Utah	Wasatch	Washington	Wayne	Weber
USU	BCIS	2420		x								x		x	x	x	x	x	x						x						x	
USU	BCIS	2441		x								x		x	x	x	x	x	x						x						x	
USU	BCIS	2610		x								x		x	x	x	x	x	x						x						x	
USU	BHIS	2010		x								x		x	x	x	x	x	x						x						x	
USU	BHIS	2015		x								x		x	x	x	x	x	x						x						x	
USU	BHIS	2020		x								x		x	x	x	x	x	x						x						x	
USU	BHIS	2025		x								x		x	x	x	x	x	x						x						x	
USU	BHIS	2030		x								x		x	x	x	x	x	x						x						x	
USU	BHIS	2035		x								x		x	x	x	x	x	x						x						x	
USU	BHIS	2988		x								x		x	x	x	x	x	x						x						x	
USU	BIOL	1010	x	x								x		x	x	x	x	x	x						x						x	
USU	BIOL	1500		x								x		x	x	x	x	x	x						x						x	
USU	BIOL	2060		x								x		x	x	x	x	x	x						x						x	
USU	BIOL	2320		x								x		x	x	x	x	x	x						x						x	
USU	BIOL	2420		x								x		x	x	x	x	x	x						x						x	
USU	BIOL	2520		x								x		x	x	x	x	x	x						x						x	
USU	BIOL	3040		x								x		x	x	x	x	x	x						x						x	
USU	BIOL	3060		x								x		x	x	x	x	x	x						x						x	
USU	BIOL	4750		x								x		x	x	x	x	x	x						x						x	
USU	BIOL/NR	2220		x								x		x	x	x	x	x	x						x						x	
USU	BUS	3400		x								x		x	x	x	x	x	x						x						x	
USU	BUSN	1010		x								x		x	x	x	x	x	x						x						x	
USU	BUSN	1310		x								x		x	x	x	x	x	x						x						x	
USU	BUSN	2050		x								x		x	x	x	x	x	x						x						x	

# C O U R S E S

Course(s) Currently (as of October 13, 2013) Delivered Outside the Institution's Designated Service Area

INSTITUTION	DESIGNATOR	NUM-BER	CONCURRENT ENROLLMENT	Beaver	Box Elder	Cache	Carbon	Daggett	Davis	Duchesne	Emery	Garfield	Grand	Iron	Juab	Kane	Willard	Morgan	Piute	Rich	Salt Lake	San Juan	Sanpete	Sevier	Summit	Tooele	Uintah	Utah	Wasatch	Washington	Wayne	Weber					
USU	BUSN	2320		x								x			x	x	x	x	x					x						x							
USU	CEE	2870		x							x				x	x	x	x	x						x						x						
USU	CHEM	1010	x	x							x				x	x	x	x	x				x		x						x						
USU	CHEM	1110		x							x				x	x	x	x	x						x							x					
USU	CHEM	1210		x							x				x	x	x	x	x						x							x					
USU	CHEM	1220		x							x				x	x	x	x	x						x							x					
USU	CHEM	2310		x							x				x	x	x	x	x						x							x					
USU	CHEM	3700		x							x				x	x	x	x	x						x							x					
USU	CHIN	1010		x							x				x	x	x	x	x						x							x					
USU	CHIN	1020		x							x				x	x	x	x	x						x								x				
USU	CJ	1010		x							x				x	x	x	x	x						x								x				
USU	CMST	1020		x							x				x	x	x	x	x						x								x				
USU	CMST	2110		x							x				x	x	x	x	x						x									x			
USU	CS	1400		x							x				x	x	x	x	x						x									x			
USU	CS	1410		x							x				x	x	x	x	x						x									x			
USU	CS	2420		x							x				x	x	x	x	x						x										x		
USU	CS	3410		x							x				x	x	x	x	x						x										x		
USU	ECN	1010		x							x				x	x	x	x	x						x										x		
USU	ECN	1500		x							x				x	x	x	x	x						x										x		
USU	ECN	2010		x							x				x	x	x	x	x						x										x		
USU	ECN	3400		x							x				x	x	x	x	x						x										x		
USU	ELED	1010		x							x				x	x	x	x	x						x										x		
USU	ENGL	1010	x	x							x				x	x	x	x	x						x										x		
USU	ENGL	1070		x							x				x	x	x	x	x						x											x	

# C O U R S E S

Course(s) Currently (as of October 13, 2013) Delivered Outside the Institution's Designated Service Area

INSTITUTION	DESIGNATOR	NUM-BER	CONCURRENT ENROLLMENT	Beaver	Box Elder	Cache	Carbon	Daggett	Davis	Duchesne	Emery	Garfield	Grand	Iron	Juab	Kane	Millard	Morgan	Piute	Rich	Salt Lake	San Juan	Sanpete	Sevier	Summit	Tooele	Uintah	Utah	Wasatch	Washington	Wayne	Weber
USU	ENGL	1120		x								x			x	x	x	x	x					x						x		
USU	ENGL	2010		x								x			x	x	x	x	x						x						x	
USU	ENGL	2040		x								x			x	x	x	x	x						x						x	
USU	ENGL	2140		x								x			x	x	x	x	x						x						x	
USU	ENGL	2160		x								x			x	x	x	x	x						x						x	
USU	ENGL	2170		x								x			x	x	x	x	x						x						x	
USU	ENGL	2200		x								x			x	x	x	x	x						x						x	
USU	ENGL	2220		x								x			x	x	x	x	x						x						x	
USU	ENGL	2250		x								x			x	x	x	x	x						x						x	
USU	ENGL	2330		x								x			x	x	x	x	x						x						x	
USU	ENGL	2600		x								x			x	x	x	x	x						x						x	
USU	ENGL	2630		x								x			x	x	x	x	x						x						x	
USU	ENGL	3030		x								x			x	x	x	x	x						x						x	
USU	ENGL	3080		x								x			x	x	x	x	x						x						x	
USU	ENGL	3300		x								x			x	x	x	x	x						x						x	
USU	ENGL	3320		x								x			x	x	x	x	x						x						x	
USU	ENGL	3530		x								x			x	x	x	x	x						x						x	
USU	ENGL	4310		x								x			x	x	x	x	x						x						x	
USU	ENGL	4320		x								x			x	x	x	x	x						x						x	
USU	ENGL	4350		x								x			x	x	x	x	x						x						x	
USU	ENGL	4360		x								x			x	x	x	x	x						x						x	
USU	ENGL	4370		x								x			x	x	x	x	x						x						x	
USU	ENGL	4610		x								x			x	x	x	x	x						x						x	
USU	ENGL	4630		x								x			x	x	x	x	x						x						x	

# C O U R S E S

Course(s) Currently (as of October 13, 2013) Delivered Outside the Institution's Designated Service Area

INSTITUTION	DESIGNATOR	NUM-BER	CONCURRENT ENROLLMENT	Beaver	Box Elder	Cache	Carbon	Daggett	Davis	Duchesne	Emery	Garfield	Grand	Iron	Juab	Kane	Millard	Morgan	Piute	Rich	Salt Lake	San Juan	Sanpete	Sevier	Summit	Tooele	Uintah	Utah	Wasatch	Washington	Wayne	Weber	
USU	ENGL/HIST	4640		x								x			x	x	x	x	x		x		x								x		
USU	ENGR	1000	x	x							x	x			x	x	x	x	x		x		x								x		
USU	ENVS	1200		x								x			x	x	x	x	x												x		
USU	ENVS	2340		x								x			x	x	x	x	x												x		
USU	ENVS	3600		x								x			x	x	x	x	x				x							x			
USU	FCHD	1500	x	x								x			x	x	x	x	x				x							x			
USU	FIN	3400		x								x			x	x	x	x	x				x							x			
USU	GEO	1010	x	x								x			x	x	x	x	x				x							x			
USU	GEO	3100		x								x			x	x	x	x	x				x							x			
USU	GEO	3200		x								x			x	x	x	x	x				x							x			
USU	GEOG	1000		x								x			x	x	x	x	x											x			
USU	HEAL	1030		x								x			x	x	x	x	x											x			
USU	HIST	1060		x								x			x	x	x	x	x											x			
USU	HIST	1700		x								x			x	x	x	x	x											x			
USU	LING	4400		x								x			x	x	x	x	x				x							x			
USU	MATH	900		x								x			x	x	x	x	x											x			
USU	MATH	920		x								x			x	x	x	x	x											x			
USU	MATH	921		x								x			x	x	x	x	x											x			
USU	MATH	950		x								x			x	x	x	x	x											x			
USU	MATH	990		x								x			x	x	x	x	x											x			
USU	MATH	1010		x								x			x	x	x	x	x											x			
USU	MATH	1020		x								x			x	x	x	x	x											x			
USU	MATH	1030		x								x			x	x	x	x	x											x			
USU	MATH	1050	x	x					x			x			x	x	x	x	x											x		x	x

# C O U R S E S

Course(s) Currently (as of October 13, 2013) Delivered Outside the Institution's Designated Service Area

INSTITUTION	DESIGNATOR	NUMBER	CONCURRENT ENROLLMENT	Beaver	Box Elder	Cache	Carbon	Daggett	Davis	Duchesne	Emery	Garfield	Grand	Iron	Juab	Kane	Millard	Morgan	Piute	Rich	Salt Lake	San Juan	Sanpete	Sevier	Summit	Tooele	Uintah	Utah	Wasatch	Washington	Wayne	Weber
USU	MATH	1060	x	x					x			x			x	x	x	x	x				x	x							x	
USU	MATH	1100		x								x			x	x	x	x	x					x	x						x	
USU	MATH	1210		x								x			x	x	x	x	x					x	x						x	
USU	MATH	1220		x								x			x	x	x	x	x					x	x						x	
USU	MATH	2020		x								x			x	x	x	x	x					x	x						x	
USU	MATH	2210		x								x			x	x	x	x	x					x	x						x	
USU	MATH	2250		x								x			x	x	x	x	x					x	x						x	
USU	MGT	2050		x								x			x	x	x	x	x					x	x						x	
USU	MUSC	1010	x									x			x	x	x	x	x				x	x							x	
USU	MUSC	1550		x								x			x	x	x	x	x					x	x						x	
USU	NAV	1030		x								x			x	x	x	x	x					x	x						x	
USU	NURS	1000		x								x			x	x	x	x	x					x	x						x	
USU	NURS	1008		x								x			x	x	x	x	x					x	x						x	
USU	OSS	1400		x								x			x	x	x	x	x					x	x						x	
USU	OSS	1420		x								x			x	x	x	x	x					x	x						x	
USU	OSS	1550		x								x			x	x	x	x	x					x	x						x	
USU	OSS	2400		x								x			x	x	x	x	x					x	x						x	
USU	OSS	2520		x								x			x	x	x	x	x					x	x						x	
USU	PFP	3460		x								x			x	x	x	x	x					x	x						x	
USU	PHIL	1000		x								x			x	x	x	x	x					x	x						x	
USU	PHIL	1120		x								x			x	x	x	x	x					x	x						x	
USU	PHIL	3520		x								x			x	x	x	x	x					x	x						x	
USU	PHYS	1010		x								x			x	x	x	x	x					x	x						x	
USU	PHYS	1040		x								x			x	x	x	x	x					x	x						x	

# C O U R S E S

Course(s) Currently (as of October 13, 2013) Delivered Outside the Institution's Designated Service Area

INSTITUTION	DESIGNATOR	NUM-BER	CONCURRENT ENROLLMENT	Beaver	Box Elder	Cache	Carbon	Daggett	Davis	Duchesne	Emery	Garfield	Grand	Iron	Juab	Kane	Millard	Morgan	Piute	Rich	Salt Lake	San Juan	Sanpete	Sevier	Summit	Tooele	Uintah	Utah	Wasatch	Washington	Wayne	Weber	
USU	PHYS	2210		x								x		x	x	x	x	x	x					x						x			
USU	PHYS	2220		x								x		x	x	x	x	x	x						x						x		
USU	PHYS	3020		x								x		x	x	x	x	x	x				x		x						x		
USU	POLS	1100	x	x								x		x	x	x	x	x	x				x		x						x		
USU	POLS	2100		x								x		x	x	x	x	x	x						x						x		
USU	POLS	2110		x								x		x	x	x	x	x	x						x						x		
USU	POLS	2300		x								x		x	x	x	x	x	x						x						x		
USU	PSC	1800	x																														
USU	PSC	3000		x								x		x	x	x	x	x	x				x		x						x		
USU	PSY	1010	x	x								x		x	x	x	x	x	x				x		x						x		
USU	PSY	1730		x								x		x	x	x	x	x	x						x						x		
USU	SOC	1010		x								x		x	x	x	x	x	x						x						x		
USU	SOC	1020		x								x		x	x	x	x	x	x						x						x		
USU	SOC	3120		x								x		x	x	x	x	x	x						x						x		
USU	SPAN	1010		x								x		x	x	x	x	x	x						x						x		
USU	SPAN	1020		x								x		x	x	x	x	x	x						x						x		
USU	SPAN	2010		x								x		x	x	x	x	x	x						x						x		
USU	SPAN	2020		x								x		x	x	x	x	x	x						x						x		
USU	SPAN	3040		x								x		x	x	x	x	x	x						x						x		
USU	SPCH	1020		x								x		x	x	x	x	x	x						x						x		
USU	SPCH	2110		x								x		x	x	x	x	x	x						x						x		
USU	SPED	1000	x																														
USU	STAT	1040		x								x		x	x	x	x	x	x						x						x		
USU	STAT	2000		x								x		x	x	x	x	x	x						x						x		



# C O U R S E S

Course(s) Currently (as of October 13, 2013) Delivered Outside the Institution's Designated Service Area

INSTITUTION	DESIGNATOR	NUM-BER	CONCURRENT ENROLLMENT	Beaver	Box Elder	Cache	Carbon	Daggett	Davis	Duchesne	Emery	Garfield	Grand	Iron	Juab	Kane	Millard	Morgan	Piute	Rich	Salt Lake	San Juan	Sanpete	Sevier	Summit	Tooele	Uintah	Utah	Wasatch	Washington	Wayne	Weber
USU	STAT	2300		x								x			x	x	x	x	x					x						x		
USU	STAT	3000		x								x			x	x	x	x	x					x							x	
USU	STAT	5100		x								x			x	x	x	x	x					x							x	
USU	STAT	5200		x								x			x	x	x	x	x					x							x	
USU	SW	1010		x								x			x	x	x	x	x												x	
USU	TEAL	1010	x	x								x			x	x	x	x	x				x								x	
USU	THEA	1013	x	x								x			x	x	x	x	x				x								x	
USU	THEA	1023		x								x			x	x	x	x	x												x	
USU	THEA	3710		x								x			x	x	x	x	x				x								x	
USU	USU	1010		x								x			x	x	x	x	x												x	
USU	USU	1300	x	x								x			x	x	x	x	x				x								x	
USU	USU	1320	x	x								x			x	x	x	x	x				x								x	
USU	USU	1330		x								x			x	x	x	x	x												x	
USU	USU	1340		x								x			x	x	x	x	x												x	
USU	USU	1350		x								x			x	x	x	x	x												x	
USU	USU	1360		x								x			x	x	x	x	x												x	
USU	WATS	1020		x								x			x	x	x	x	x												x	
USU	WATS	3100		x								x			x	x	x	x	x				x								x	
USU	WATS	3700		x								x			x	x	x	x	x				x								x	
USU	WATS	4650		x								x			x	x	x	x	x				x								x	
USU	WATS	5150		x								x			x	x	x	x	x				x								x	
USU	WILD	2000		x								x			x	x	x	x	x												x	
USU	WILD	2200		x								x			x	x	x	x	x												x	
USU	WILD	3300		x								x			x	x	x	x	x				x								x	







**PROGRAMS**

TOTAL PROGRAM(S) (as of October 13, 2013) Delivered Outside Your Institution's Service Region

INSTITUTION	PROGRAM NAME	DEGREE LEVEL	CONCURRENT ENROLLMENT	Beaver	Box Elder	Cache	Carbon	Daggett	Davis	Duchesne	Emery	Garfield	Grand	Iron	Juab	Kane	Millard	Morgan	Plute	Rich	Salt Lake	San Juan	Sanpete	Sevier	Summit	Tooele	Uintah	Utah	Wasatch	Washington	Wayne	Weber
UofU	Nursing	MS/DNP	N/A	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
UofU	Doctor of Nursing Practice	DNP	N/A	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
UofU	Gerontology	MS	N/A	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
UofU	Nursing Speciality Tracks	MS	N/A	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
UofU	BS Completion to MS Nursing	BS/MS	N/A	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
UofU	Gerontology Interdisciplinary Certificate	Graduate	N/A	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
UofU	Nursing Informatics Certificate	Graduate	N/A	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
UofU	Nursing Education Certificate	Graduate	N/A	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
UofU	Primary	Graduate	N/A	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x



# P R O G R A M S

TOTAL PROGRAM(S) (as of October 13, 2013) Delivered Outside Your Institution's Service Region

INSTITUTION	PROGRAM NAME	DEGREE LEVEL	CONCURRENT ENROLLMENT	Beaver	Box Elder	Cache	Carbon	Daggett	Davis	Duchesne	Emery	Garfield	Grand	Iron	Juab	Kane	Millard	Morgan	Piute	Rich	Salt Lake	San Juan	Sanpete	Sevier	Summit	Tooele	Uintah	Utah	Wasatch	Washington	Wayne	Weber				
WSU	Nursing PN to RN	AS/AAS		x	x	x	x								x										x	x										
WSU	Nursing RN	AS/AAS		x	x	x									x										x	x										
WSU	Paramedic	AAS		x	x	x	x								x										x	x										
WSU	Respiratory Therapy	AAS & BS																																		
WSU	CJ	BS																																		
WSU	CMT	BS																																		
WSU	CS	BS																																		
WSU	Psychology Minor SLCC	Minor																																		
WSU	Sociology Minor SLCC	Minor																																		
WSU	Special Education Licensure			x	x	x	x																													
USU	Accounting	BS		x																																
USU	Business	BS		x																																
USU	Business Administration	BS		x																																
USU	Communicative	BS																																		

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	Disorders and Deaf Education																																			
USU	Early Childhood Education	BS	x																				x													
USU	Elementary Education	BS	x															x																		
USU	English – Teaching	BS	x									x											x													
USU	Family, Consumer, and Human Development	BS	x									x											x													
USU	Health Education and Promotion	BS	x									x											x													
USU	History – Teaching	BS	x									x											x													
USU	History	BS	x									x											x													
USU	Interdisciplinary Studies	BS	x									x											x													
USU	Liberal	BA/BS	x																																	



**PROGRAMS**

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	Arts																																		
USU	Management Information Systems	BS		x								x			x	x	x	x	x				x										x		
USU	Mathematics Education	BS										x			x	x	x	x	x				x										x		
USU	Plant Science – Horticulture and Cropping Systems	BS							x																										
USU	Psychology - Teaching	BS										x			x	x	x	x	x				x										x		
USU	Psychology	BS										x											x										x		
USU	Recreation Resource Management	BS										x			x	x	x	x	x				x											x	
USU	Residential Landscape Design and	BS																																	

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	Construction																																			
USU	Social Work	BS								x							x																			
USU	Special Education - Mild/Mod-erate Disabilities	BS		x					x			x			x		x				x															
USU	Aerospace Engineering	MS		x					x			x			x		x				x															
USU	Agricultural Systems Technology	MS		x					x			x			x		x				x															
USU	Applied Environmental Geoscience	MS		x					x			x			x		x				x															
USU	Business Administration	MBA							X <sub>1</sub>												X <sub>1</sub>															
USU	Computer	MS		x					x			x			x		x				x															

<sup>1</sup> MBA Program under contract with the Utah Association of Certified Public Accountants (UACPA) only

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	Science																																
USU	Deaf Education Emphasis Listening and Spoken Language	MEd		x					x			x		x	x	x	x	x	x				x								x		
USU	Elementary Education	MEd		x					x			x											x								x		
USU	Engineering	ME		x					x			x											x								x		
USU	Human Resources (Executive Program)	MS		x					x			x											x								x		
USU	Instructional Leadership	MEd		x					x			x											x								x		
USU	Physical and Sports Education	MEd		x					x			x											x								x		
USU	Psychology - School Counseling	MEd		x					x			x											x								x		
USU	Rehabilitation	MRC		x					x			x											x								x		



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	e																																			
USU	Rehabilitation Counseling	Certificate		x					x																											
USU	Transition Services	Certificate		x					x																											
USU	Deaf or Hard of Hearing	Endorsement																																		
USU	Distance Learning	Endorsement							x																											
USU	Elementary Mathematics	Endorsement							x																											
USU	English as a Second Language	Endorsement							x																											
USU	Gifted and Talented	Endorsement							x																											
USU	Reading/Literacy	Endorsement							x																											
USU	School Library Media	Endorsement							x																											
USU	Secondary Math	Endorsement							x																											
USU	Social	Endorsement							x																											



March 19, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Recommendations on High School Mathematics Preparation for Students Enrolling in Utah System of Higher Education Institutions

Issue

The adoption of the Utah Core Standards in Mathematics provides an opportunity for the Utah System of Higher Education (USHE) to examine recommended pathways for high school students intending to enroll in USHE institutions, especially from the perspective of reducing time-to graduation and increasing retention rates. USHE convened a Task Force consisting of mathematicians and mathematics educators from both public and higher education to develop recommendations which are now presented to the Regents for affirmation.

Background

With the recent implementation of the Utah Core Standards in Mathematics in public schools in Utah, the preparation of K-12 students in mathematics is changing. The K-12 mathematics core in secondary school provides for integration of Algebra I, Geometry and Algebra II and the addition of statistics concepts in the new secondary education sequence of Math I, II, and III. This change in high school core standards presented an opportunity for the mathematics departments in USHE to examine the alignment of the K-12 preparation under the new core and ways in which students could be better prepared for college level mathematics.

The USHE convened a Senior Year Math Task Force with the following membership to examine the alignment and make recommendations useful to K-12 students and parents selecting mathematics courses in secondary school. As can be seen in the membership list, several of the members of the Task Force represented K-12 education agencies, and the Task Force included the mathematics and STEM specialist from the Utah State Office of Education (USOE). The final draft of the recommendations has been shared with leadership at the USOE.

USHE Institutions	
Name	Title
Peter Trapa (Chair)	Mathematics Department Chair, University of Utah
Hugo Rossi	Senior Associate Director, U of U Center for Science and Math Education
Donna Dillingham-Evans	Dean/Executive Director/Professor, USU - Tooele
Richard Cutler	Mathematics and Statistics Department Head, Utah State University
Suzanne Mozdy	Chair, Mathematics, Salt Lake Community College
Christine Walker	Faculty, Mathematics, Utah Valley University
K-12	
Name	Title
Diana Suddreth	STEM Coordinator, Utah State Office of Education
Allen Jacobsen	9-12 Math Curriculum Supervisor/USTAR, Davis School District
Outreach and Access/System Academics	
Name	Title
Melissa Miller Kincart	Assistant Commissioner for Outreach and Access, Utah System of Higher Education
Liz Hitch	Associate Commissioner for Academic and Student Affairs, Utah System of Higher Education

The Task Force identified three recommendations to assist students. A draft of their recommendations was shared with the mathematics department chair of each USHE institution for input. Several changes suggested by the chairs are incorporated in the final recommendations, which follow. With the affirmation of these recommendations by the Regents, the Office of the Commissioner will provide copies of the recommendations to high school counselors, administrators, students, parents and teachers.

#### Policy Issues

There are no outstanding policy issues.

#### Commissioner's Recommendation

The Commissioner recommends the affirmation of the recommendations of the Senior Year Math Task Force and the further distribution of the recommendations to interested high school students, parents, counselors, teachers, and administrators.

---

David L. Buhler  
Commissioner of Higher Education

DLB/EJH  
Attachment



# Recommendations on High School Mathematics Preparation

for the Utah System of Higher Education

The adoption of the Utah Core Standards in Mathematics provides an opportunity for the Utah System of Higher Education (USHE) to examine recommended pathways for high school students intending to enroll in USHE institutions, especially from the perspective of reducing time-to-graduation and increasing retention rates. USHE convened a Task Force consisting of mathematicians and educators from both public and higher education to consider this issue. The recommendations of the Task Force are as follows:

## Recommendation 1

Each year in high school (4 years), students should take the most rigorous Mathematics course for which they qualify.

## Recommendation 2

All students should successfully complete Secondary Math I, II and III, or Secondary Math Honors I, II and III.

- *Note: Secondary Math I, II and III cover more content than Math 1010 (Intermediate Algebra). Math 1010 should not be substituted for any component of the Secondary Math I, II, III sequence.*

## Recommendation 3

Students who intend to pursue associates (AA/AS) or baccalaureate degrees should complete one or more Mathematics courses from the following list.

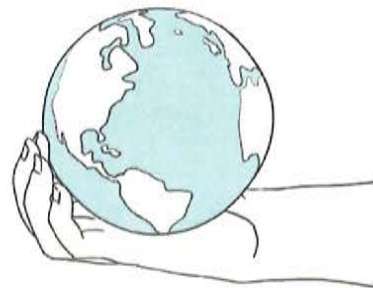
USHE-Recommended Courses BEYOND Secondary Math I, II and III:

- HS Calculus\* or AP Calculus\* or IB Math\*
- HS Precalculus\*†
- AP Statistics
- Any other course equivalent to one satisfying a USHE General Education Quantitative Literacy requirement including: Math 1030, 1040, 1050 or any Math course with Math 1050 as a prerequisite

\* *Students interested in STEM or other math-intensive careers should take one or more of the classes identified with an asterisk in advance of high school graduation.*

† *HS Precalculus covers the content of Math 1050, Math 1060 and some statistics.*

College =  
Opportunity



March 19, 2014

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Report on Services for Veterans

Issue

Institutions within the Utah System of Higher Education (USHE) currently enroll over 3400 students who receive educational benefits through the United States Department of Veterans Affairs. A number of other current and former military personnel also attend USHE institutions.

The attached report was prepared at the suggestion of a Regent who inquired about challenges veterans experience as they transition into institutions of higher education and how institutions might ease this transition. Awarding credit for prior learning was a topic of particular interest.

Background

Institutions in the Utah System of Higher Education are committed to serving veterans and helping them succeed in achieving their post-secondary educational goals. Assisting veterans is an important element in support of the Regents' goal to have 66% of Utah adults possess a college certificate or degree by the year 2020. Additionally, specialized service to veterans provides recognition for the sacrifices and contributions they have made to society. The attached report provides a description of the services USHE institutions provide to veterans. Highlights of the report include:

1. All institutions employ full-time staff assigned to work with veterans and to assist veterans in obtaining and receiving college support services including benefits available to them through the United States Department of Veterans Affairs. Each institution has provided evidence of services offered including strengths, examples of student success, and opportunities for improvement. Given the multiple assignments that employees often fulfill, at two of the USHE institutions full-time staff personnel who assist veterans are assigned duties beyond their service to veterans.
2. Six institutions have offices dedicated to serving veterans with four of these institutions having veterans centers that provide expanded services. While the services provided by these four veterans centers vary among the four institutions, examples of veterans center services include peer support, dedicated gathering space for networking (available at the University of Utah and Salt Lake Community College), linkage to community support systems, employment assistance,

transition assistance from service to academic life, etc. The institutions with dedicated expanded service centers estimated that over 3300 individuals utilized center services during the last academic year.

3. All institutions have processes to receive and assess recommendations for college credit from the American Council on Education (ACE) and other artifacts that document learning that has occurred from military service and training. It should be noted that the number of credits recommended by institutional advisors to be awarded to any given veteran may vary depending on factors such as institutional mission, types of degrees an institution awards, differences in program focus, financial aid implications, credit hour threshold before out-of-state tuition applies, and other issues that could negatively impact students. It is understood that institutions comply with Utah legislation relative to awarding credit for prior military service and training.

#### Policy Issues

Recent state legislation necessitates modification of Regent policies, specifically R461 and R470 that focus on admissions and transfer credit issues for veterans, respectively. Staff members at the Office of the Commissioner of Higher Education are in the process of editing these policies. These revised policies will be available for Board of Regent review and action in the near future.

#### Commissioner's Recommendation

This is an information item only. No formal action is required by the Board.

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David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachment

**Report to the Utah State Board of Regents  
Services for Veterans  
March, 2014**

**Overview**

This report was prepared at the suggestion of a Board of Regent member who inquired about challenges veterans experience as they transition into institutions of higher education and how institutions might ease this transition. Awarding credit for prior learning was a topic of particular interest.

Institutions in the Utah System of Higher Education (USHE) are committed to serving veterans and helping them succeed in achieving their post-secondary educational goals. Assisting veterans is an important element in support of the Regent's goal to have 66% of Utah's adult workforce possess a college certificate or degree by the year 2020. Each USHE institution has staff assigned to assist veterans in their transition to a post-secondary program of study and to support veterans in receiving benefits that are available to them. These staff members provide assistance through a variety of support services such as:

- Review and awarding of credit for prior learning to include learning that has occurred from previous military service and training that is applicable to a veteran's chosen field of study
- Certification of United States Department of Veterans Affairs educational benefits
- Enrollment in post-secondary programs
- Completion of the United States Department of Veterans Affairs educational application
- Referral and contact information for community veterans support services
- Deferment of tuition until veteran educational funds are available
- Assistance with application for financial aid and helping to resolve financial aid issues
- Coordination with academic officials for program enrollment, entry requirements, etc.
- Advocating for veterans with campus entities and personnel
- Coordination with non-academic support services to assist veterans in college persistence

Seven of the eight USHE Institutions are members of the Servicemembers Opportunity Colleges, a national consortium of approximately 1900 members who are dedicated to helping veterans complete college. The University of Utah is not currently a member but has reported they are considering membership. Member institutions commit to the following SOC criteria:

1. **Reasonable Transfer of Credit:** Avoid excessive loss of previously earned credit and avoid course work duplication
2. **Reduced Academic Residency:** Limit residency requirements to no more than 25% of the total credits required for a degree and do not require a final year or semester in residence (may require 30% for undergraduate degrees offered 100% online)
3. **Credit for Military Training and Experience:** Recognize and use *ACE Guide to the Evaluation of Educational Experiences in the Armed Services* in evaluating and awarding academic credit for military training and experience

4. **Credit for Nationally Recognized Testing Programs:** Award credit for successful completion of at least one nationally recognized testing program such as College Level Examination Program (CLEP), DSST Examinations, Excelsior College Examinations (ECE)

This report provides detail on the following items:

- Number of veterans served at USHE institutions
- Status on progress from legislation enacted in 2013 that impacts veterans services at USHE institutions
- Board of Regents policy review
- Services that USHE institutions provide veterans as taken from institutional feedback from a recent survey

**Veterans Served**

The following table shows the number of veterans enrolled in USHE institutions who were receiving educational benefits from the United State Department of Veterans Affairs as of February, 2014. This information is taken from the most current report provided by the Utah Department of Veterans and Military Affairs.

**Number of Veterans Enrolled at Utah System of Higher Education Institutions Receiving Veterans Administration Benefits**

Institution	Veterans
University of Utah	734
Salt Lake Community College	672
Weber State University	557
Utah Valley University	556
Southern Utah University	371
Utah State University	331
Dixie State University	184
Snow College	37
<b>Total</b>	<b>3442</b>

It should be noted that the actual number of veterans enrolled at USHE institutions may be different than the numbers reported above. For example, some veterans do not declare their veteran status and not all veterans use financial benefits that are available to them.

### **Services Provided**

Staff members at the Office of the Commissioner of Higher Education (OCHE) reviewed veterans services provided by USHE institutions. Through this review, it was evident that all USHE institutions provide needed support services for veterans but that services vary by institution. While broader services are typically provided by institutions with higher numbers of enrolled veterans, the services identified in the Overview section of this report (above) represent typical services available to veterans in the USHE system.

Veterans services provided by USHE institutions can be classified into three categories: 1) Veterans Support Staff; 2) Dedicated Veterans Support Office; and 3) Veterans Center with Expanded Services. The following chart shows these three categories by institution.

**USHE Institution Veterans Service Categories**

<b>Institution</b>	<b>Veterans Support Staff</b>	<b>Dedicated Veterans Support Office</b>	<b>Veterans Center with Expanded Services</b>
University of Utah	X	X	X
Utah State University	X	X	X
Weber State University	X	X	X
Salt Lake Community College	X	X	X
Utah Valley University	X	X	
Dixie State University	X	X	
Southern Utah University	X		
Snow College	X		

All eight USHE institutions have staff assigned to assist veterans. Six institutions have dedicated veterans support offices with four of these institutions having centers that provide expanded services. While the services provided by these four veterans centers vary among the four institutions, examples of veterans center services include peer support, dedicated gathering space for networking (available at the University of Utah and Salt Lake Community College), linkage to community support systems, employment assistance, transition assistance from service to academic life, etc. The institutions with dedicated expanded service centers estimated that over 3300 individuals utilized center services during the last academic year.

Regardless of whether or not an institution has a veterans center, all USHE institutions provide specialized services that are available to all students, including veterans. Examples of such specialized services include tutoring labs, career and employment assistance, health centers, computer labs, disability resources, etc.

### **2013 Legislative Session Report**

During the 2013 legislative session, two bills were passed that impact services to veterans at USHE institutions. There were Senate Bill 126 and House Bill 254.

Senate Bill 126 modified Utah Code 71-8-1 through 71-8-8. This legislation required USHE institutions to:

1. Assign a full-time employee as a veterans' services specialist (at smaller institutions, this full-time employee may have other responsibilities besides service to veterans)

2. Post on institutions' websites:
  - a. All services available to veterans
  - b. A link to the Utah Department of Veterans and Military Affairs

As of Fall Semester, 2013, all USHE institutions have complied with this legislation.

House Bill 254 enacted Utah Code 53B-16-107. This legislation required:

1. The Board of Regents to designate a "postsecondary accreditation agency or association" from which institutions would receive recommendations to award credit for previous military service and training.
2. USHE institutions to award credit based on recommendations from the agency designated by the Board of Regents if:
  - a. Requested by the student, and
  - b. The student met with an advisor
3. The Board of Regents to report annually the number of credits awarded under this legislation to the Education Interim Committee and the Utah Department of Veterans and Military Affairs

On July 19, 2013 the Board of Regents designated the American Council on Education (ACE) as the agency from which USHE institutions would receive credit recommendations for previous military service and training.

Appropriate personnel at all USHE institutions are aware of the requirements of this legislation. This includes chief academic and student services officers and those who assist veterans with admissions, transfer, and academic advising issues. All institutions will transcript ACE recommendations in accordance with legislative requirements. In response to this legislation, ACE issued a statement that included the following guiding language:

To ensure that a student gains needed academic skills and knowledge, institutions have to carefully gauge how much credit should be extended and how that credit fits into a particular degree program. . . recommendations to award credit for military experience is a highly individualized and technical process. Institutions need flexibility to ensure that the credit they award is appropriate to the program of study and in the best interests of the veteran or military student.

Consistent with this guidance, credit recommended by an academic advisor may vary from institution to institution due to differences in institutional missions, types of degrees an institution awards, differences in program focus, etc. Additionally, consideration is given to financial aid implications, credit hour threshold before out-of-state tuition applies, and other issues that could negatively impact students. A student who persists and requests more credit be awarded beyond what is recommended by an advisor may receive that additional credit pursuant to Utah Code 53B-16-107.

The 2013/14 academic year is the first full year of implementation. All institutions are preparing to report the numbers of credits awarded under this legislation following the end of the current fiscal year.

## **Policy Review**

In reviewing requirements set forth in the 2013 legislation discussed above and matching these requirements with current Board of Regents policy it is apparent that changes to two policies are needed, specifically, R461 and R470. These policies deal with admissions and credit issues, respectively. Staff members at the OCHE are currently reviewing these policies and are also reviewing 2014 legislation to see how additional legislation may impact need for policy modification.

## **Institutional Service to Veterans**

A survey examining services for veterans was recently administered through the institutional chief student services officers by OCHE staff. Institutional respondents indicated the following strengths, opportunities for improvement, and examples of student success:

### **Dixie State University**

#### **Strengths**

- Continuity and experience of staff
- Full-time veterans coordinator who is a veteran
- Personalized attention given to veterans

#### **Opportunities for Improvement**

- Dedicated space for a veterans center

#### **Student Success**

- A female African-American single parent veteran came to campus feeling perplexed and out of her element. She was hired through the veterans work study program to work in the Dixie State University (DSU) registrar's office. She completed a bachelor's degree and is now employed full-time as a social science technician helping veterans.
- Another veteran came to DSU with difficulty adapting to college life. He struggled academically. With support from the veterans coordinator, he earned an associate's degree and is now employed full-time with the Federal Bureau of Land Management. He is now interested in returning to DSU to earn a bachelor's degree.

### **Salt Lake Community College**

#### **Strengths**

- Through support of the veterans center, SLCC has seen an increase of veterans completing programs from 34 veterans who graduated during FY08, the first year the center was open, to 169 veterans who graduated during FY13
- Committed support staff who get to know veterans and reach out to them
- Veteran volunteers who help other veterans
- Administrative support for veterans services with cooperation of key student service departments
- Quick review of in-coming transcripts to assist veterans in getting credits recorded on SLCC transcripts



- Linkage of disability resource advisor to the veterans center has more than doubled the number of veterans using disability resources for which they qualify
- Linkage to several veteran community support organizations on-campus as well as off-campus
- Provide events and workshops for veterans
- Implementation of the Veterans Affairs work study program

#### Opportunities for Improvement

- Academic advisor to support veterans in retention and completion
- Additional staff and space to provide deeper and broader veterans support services

#### Student Success

- A disabled male veteran transferred to Salt Lake Community College (SLCC) from California and was hired through the Veterans Affairs work study program to provide financial resources that allowed him to remain in school. He completed a degree at SLCC and transferred to the University of Utah while continuing his employment at SLCC. He completed a degree at the University of Utah and is now employed full-time in a public relations position.

### **Snow College**

#### Strengths

- Provide personal assistance to veterans
- Student success advisors assist veterans with benefits, registration, tuition assistance, and other service needs
- Access to the institution's counseling and wellness center

#### Opportunities for Improvement

- Process to identify veterans when they apply for admission
- Establish a veterans club for networking and peer association

#### Student Success

- A male veteran enrolled at Snow College but was under-prepared for college-level work. Through support of a mentoring faculty member, the student has made academic progress, raising his grades from low Cs to Bs as he continues his studies.

### **Southern Utah University**

#### Strengths

- Knowledgeable enrollment services staff
- Location close to military establishments
- Institutional mission that is attractive to veterans' needs

### Opportunities for Improvement

- Improved coordination and integration of veterans assistance with non-veterans administration funds that are available to support military personnel

### Student Success

- Two severely injured veterans overcame odds and through the assistance of Southern Utah University support personnel are now finding success. One has graduated and is employed as a teacher in northern Utah. The other is a current student and is working as a teaching assistant helping with a number of undergraduate courses.

## **University of Utah**

### Strengths

- Large and active veterans center that serves as a one-stop-shop for veterans
- Growing veteran student population that is increasingly becoming engaged in veterans issues
- Strong community support network for veterans
- Responsive administration

### Opportunities for Improvement

- Training program for faculty and staff to better understand veterans' issues
- Integration of veterans' issues into overall university planning
- Recruiting program to enroll more veterans at the university
- Improve system to measure success of veterans at the university and integrate system with retention and graduation efforts

### Student Success

- A male veteran with a traumatic brain injury refused accommodations because he did not want to be classified as disabled. Through the help of personnel at the veterans support center he was able to receive the help he needed to overcome serious academic challenges, remain enrolled in his program, and improve his performance. He is continuing his studies and doing well.

## **Utah State University**

### Strengths

- Veterans resource office that serves as a one-stop shop for veterans
- Support from Utah State University (USU) administration and student services entities
- Signatory of the Department of Defense Voluntary Education Partnership Memorandum of Understanding and the Presidential Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members

### Opportunities for Improvement

- Strengthen outreach programs to identify veteran-specific needs
- Space for veterans to congregate and receive support from peers

### Student Success

- A female military service member enrolled Fall Semester, 2010 at USU with 14 transfer credits. Due to multiple deployments, her education was interrupted for three full semesters. She persevered, taking on-line courses during one deployment and completing other courses when she was in Utah. Through dedication and persistence, she is on track to complete a bachelor's degree by the end of Spring Semester, 2014. She currently has a 3.53 grade point average.

## **Utah Valley University**

### Strengths

- Linkage of veterans services staff with graduation, transfer, and advising services staff
- Linkage with community groups that support veterans
- Military service volunteers available in career center to assist veterans with employment goals

### Opportunities for Improvement

- Space for a veterans service center

### Student Success

- A single mother of two attends college full-time and participates in the ROTC program. She always portrays a pleasant disposition. She pursues her studies with a positive attitude and strives for excellence. She has made the Dean's list several times and is on track to finish her degree Fall Semester, 2014.
- A disabled veteran enrolled at UVU several years ago to pursue a four-year college degree. He has performed exceptionally well in his courses, is currently taking a full-time course load, and is considering taking honors courses. Following graduation, he plans to pursue a master's degree. He is motivated to work hard now and to do everything that is necessary to ensure acceptance into a master's program.

## **Weber State University**

### Strengths

- Three staff employees and eight work study students proficiently process veteran education entitlements
- A successful Veteran's Upward Bound program, the only competitively funded program in the state, helps veterans prepare for and succeed in college

- An active campus-wide committee called Military Outreach and Veterans Education (MOVE) focuses on veteran student issues and success. The group has been successful in developing communication materials targeted towards veterans, in advancing changes in policies, procedures and practices to better serve veterans, and in recognizing veterans at the university.
- A veteran senator serving in student government represents and advocates for the needs of veteran students
- The Veterans Integration to Academic Leadership (VITAL) program, a collaboration with the Veterans Administration, provides additional counseling and support for veteran students

#### Opportunities for Improvement

- Administration is pursuing a larger facility for accommodating veterans and researching an automated system of record keeping to replace hard-copy files

#### Student Success

- A young female veteran completed a clinical lab science major, became employed in a well-paying job and purchased a home. Another female veteran started school, struggled with math, and went through a difficult divorce. Despite these challenges and doubting that she could complete college, she persevered and completed a degree in social work. Another female went through a divorce, continued her education, finished her degree, and was commissioned as an Army officer.

#### Consideration for Next Steps

Consider developing a Regents' veterans statement that identifies key best practices which all USHE institutions would agree to follow. Develop this statement in collaboration with USHE institutional student services and academic affairs personnel.

March 19, 2014

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: State Systems Transformation Co-creation Participation

Background

In October 2013, the Office of the Commissioner of Higher Education responded to a "Request for Letters of Interest from State Postsecondary Education Systems" of The Bill & Melinda Gates Foundation. Through this process the Postsecondary Success team of the Foundation was seeking a small set of leading state systems (systems of four-year institutions and those with both four-year and two-year institutions) to partner in long-term transformation work. Through its work with key postsecondary education leaders over the past year, the Foundation has determined state systems have arisen as one key entry point to enable students—especially low income or first generation students—to graduate at higher rates, with meaningful degrees and certificates, and at an affordable price.

Through this request for letters of interest, the foundation hoped to achieve five things: (1) Identify the level of interest in this type of work; (2) Better understand where the field is in terms of specific ideas, plans and current work in support of the transformation they seek; (3) Refine their hypotheses about the elements needed for transformation; (4) Sharpen their understanding of what supports would best aid state systems; (5) Select a set of systems that would help the foundation co-create the goals, processes, and supports for state system transformation, and with this set engage in deeper due diligence to understand the potential for longer-term partnership with the foundation.

Forty letters of interest were considered over a two month window and in late January Utah was notified that we were selected as one of twelve early adopter systems and a co-creation participant. The other state systems that were selected are California, Georgia, Hawaii, Maryland, Minnesota, Montana, New York, North Carolina, Tennessee, Texas, and Wisconsin. We signed our Grant Agreement on March 11, 2014 and will be the recipient of \$200,035 which will be used to facilitate the collaboration process through December 2014.

Issue

The State Systems Transformation co-creation project is a development and implementation process. It will be collaborative both in execution and in design. The Foundation and consultant will initiate the work, but

direction and activities will be driven largely by the participating systems and tailored to the individual needs of each system.

This project is structured in two phases: (1) Vision and Alignment, followed by (2) Blueprint and Prototyping:

### **Vision and Alignment (March through May)**

1. Working with the consultant and the Foundation, refine and complete a set of pre-workshop templates, diagnostics, and interviews (readiness, strategy and work inventory, capacity, etc.).
2. The leadership team will participate in a two-day co-creation workshop with the other state systems to be held May 5-6, 2014 in Washington D.C.
3. Develop a plan of activities specific to our system to carry out over the remaining portion of the grant period.

### **Blueprint and Prototyping (June through December)**

1. Execute the plan created during the "Vision and Alignment" phase.
2. Assist the Foundation and consultant in understanding implementation and scale issues identified during stakeholder engagement and prototyping of selected solution/program/intervention. These issues may include, among others: resources and allocation, policy, change management, technology and data platforms.
3. Participate through staff representation in various roundtables, virtual and in-person, based on role and issue affinity.
4. Provide final vetting and feedback on components of transformation (vision, design principles, end state scenarios, processes, etc.).
5. Communicate reflection on process, project, and continuation/sustainability of transformation work.

The core leadership team is comprised of the Commissioner, Elizabeth Hitch, Associate Commissioner for Academic and Student Affairs, and Melissa Miller Kincart, Assistant Commissioner for Outreach and Access who will work as the Project Liaison. As the process moves forward, other key staff and institutional representatives may be selected to participate in a larger leadership team or working group.

In our proposal we outlined three pieces of work that we believe will significantly impact the 66% by 2020 goal, which include:

1. Explore and if feasible implement curriculum-based predictive analytics system-wide to improve student advising with regard to course selection, course persistence, and changes in academic major based on student performance and interest. This will help students take more credits per semester and ensure that they are taking the right credits.
2. Redefine, simplify and individualize math pathways and requirements system-wide to more effectively meet students' quantitative literacy (QL) needs. This would include a realignment of QL in light of the Utah Common Core Standards, and would address the gap in math skills created by state graduation requirements and exacerbated by Local Education Agency autonomy in granting high school diplomas using alternative math requirements.
3. Address the 27% of Utahns with "some college, no degree." To help meet the 66% goal, it makes sense to re-engage adult learners. While this is happening piecemeal and at a small scale across the system now, a system-wide effort could increase efficiency and better serve students who are interested in returning but do not know where or how to start.

Since the time of submission, we have revisited a conversation we started about a year ago at the system and Chief Student Services Officer level regarding the development and use of a common Utah college application similar to the system used by the Texas Higher Education Coordination Board. Our interest in this undertaking was sparked again this November, as Utah joined The American College Application Campaign (ACAC) when a number of barriers and issues were identified that could be improved through a unified system.

We are pleased to have been selected to participate in this collaborative development and implementation process with peer state systems, the Foundation staff, and consultants, as we strive to advance both statewide and at institutional levels in our efforts to improve student access and success.

#### 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 and Completion strategic objectives.

---

David L. Buhler  
Commissioner of Higher Education

DLB/MMK

March 19, 2014

MEMORANDUM

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

Issue

Dixie State University (DSU) has requested approval of their updated Campus Master Plan that was last formally approved on January 25, 2013. The changes that have been made since that time are summarized in the attached letter from DSU. A *FY 2014 Campus Master Plan* document showing the location of the changes is also attached for your review. DSU officials will be present at the meeting to present these materials and respond to questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends approval of this updated Campus Master Plan.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment



Sherry J. Ruesch  
Executive Director of Campus Services  
Phone: 435-652-7562  
Email: Ruesch@dixie.edu

March 4, 2014

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

Commissioner Buhler:

Dixie State University would like to present the new FY2014 Campus Master Plan to the Board of Regents during the March 2014 Regent meeting held on the DSU campus. The Campus Master Plan was last presented in 2013, and the following changes have been made since that time.

1. Add Physical Education / Student Recreation Building to be shown as priority #1.
2. Show newly acquired street property as a new color on the plan.
3. Add the University Clock Tower to the plan.
4. Add the Burns Arena North Addition to the plan
5. Add the proposed student housing sites to the plan.
6. Remove the request for a classroom building from the plan.
7. Remove the Gardner Center Addition from the plan.
8. Show the existing Taylor Health Science Building on the plan.

Please review the Regent's schedule to determine if there would be time for this presentation.

Thank you,



Sherry J. Ruesch  
Executive Director of Campus Services



# *FY 2014 Campus Master Plan*

# Design Guidelines

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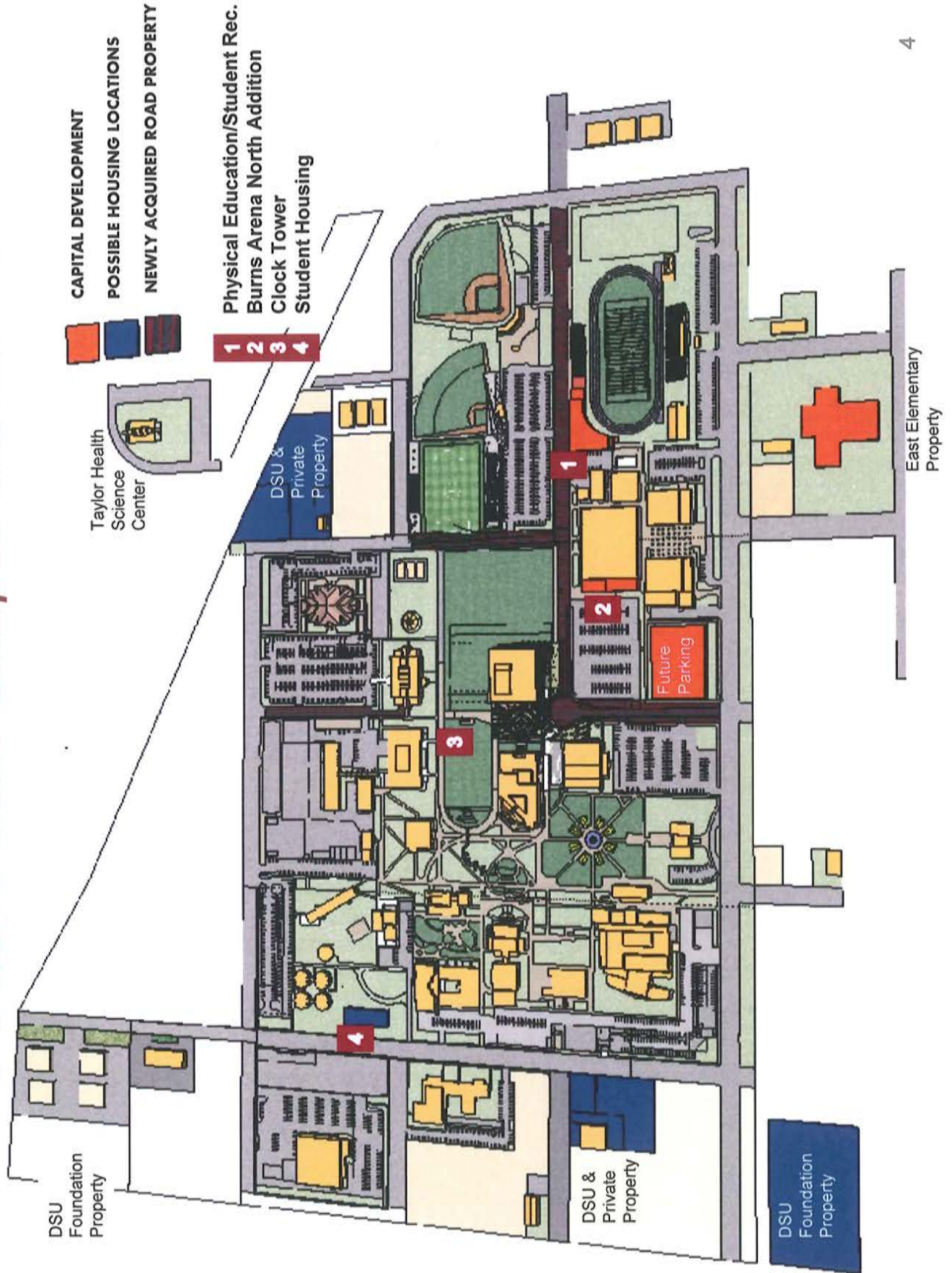
1. New facilities will be more closely spaced
2. Increase verticality of structures to 4- 5 stories
3. Utilize technology to reduce the need for more space
4. Use sustainable concepts campus-wide
5. Strengthen the academic core
6. Group academic communities around open spaces
7. Develop utility extensions to handle growth
8. Acquire properties near campus for land bank
9. Encourage alternate transportation on and off campus
10. Develop housing to promote student life
11. Design buildings and grounds that both enhance and fit in with the current campus building colors and materials.

# Existing Main Campus

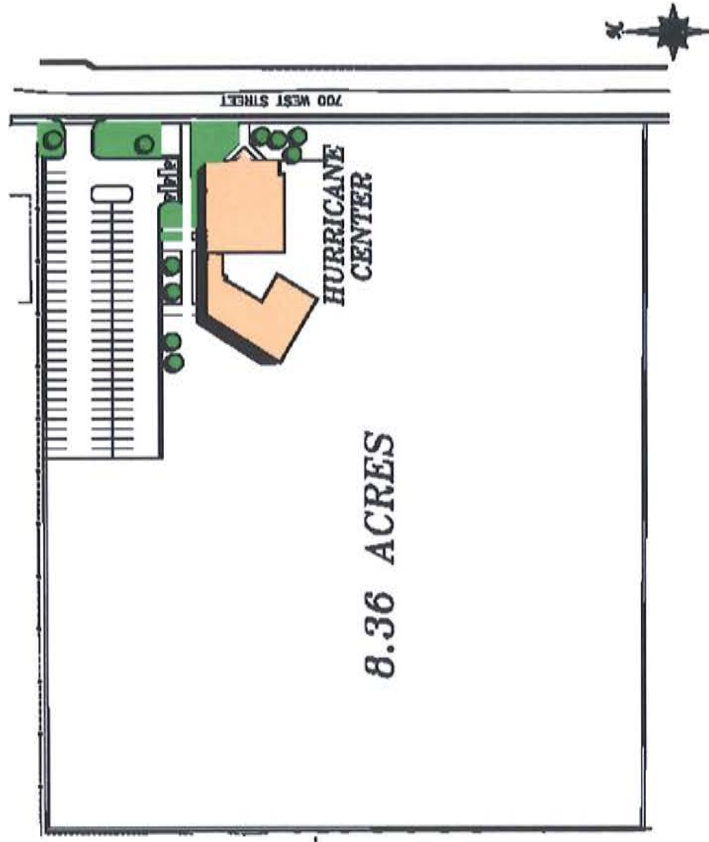


**DSU**<sup>TM</sup>  
DIXIE STATE UNIVERSITY  
ST. GEORGE, UTAH

# FY 2014 Main Campus Master Plan



# Hurricane Center Site Plan



March 19, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University - Burns Arena North Office Addition

Issue

Dixie State University (DSU) has requested Board approval for construction, with institutional funds, of an office building addition to the north-end of the existing Burns Arena.

Background

The recent growth and transition of DSU has resulted in a need for additional office space. At present, office space is oversubscribed with makeshift and temporary spaces being created to try to meet the need. In addition, Campus Security is housed in deteriorating temporary trailers that need to be removed, and Human Resources offices are scattered in a variety of places, thereby diminishing the efficiency with which they can work.

To mitigate these issues, DSU is proposing to construct an office building addition to the existing Burns Arena. The facility ultimately will consist of 18,000 square feet of office space to be built out in phases. The proposed Phase I project will construct the shell of the building and finish the lower east quadrant at an estimated cost of \$2,070,000 and with the primary occupants being Campus Security and Human Resources.

Funding for Phase I construction will come from existing institutional funds, as will the needed O&M funding. Based on existing state statutes, this project will not require legislative authorization pending Building Board confirmation that it will not seek state capital or O&M funding. Subsequent phases of the project to complete the rest of the building will be funded by donations, and depending on the cost, may be subject to further Regent approval.

Additional information about the proposal is included in the attached DSU letter requesting approval of the project, a schematic showing the proposed elevations of the facility, and a photograph showing the north end of the Burns Arena where the addition will be placed. DSU representatives will be present at the meeting to present the proposal and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends Board of Regent approval of this DSU project request, subject additionally to State Building Board authorization to build without legislative authorization.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment



March 4, 2014

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 (DSU) is requesting Regent approval to construct an office building addition to the North-end of the Burns Arena. The proposed addition will be a two-story design and will result in the addition of approximately 18,000 square feet of office space.

#### Background

The recent growth of the student body at DSU has resulted in the addition of a significant number of terminally qualified faculty and staff. In an attempt to provide offices for recent hires, the campuses' existing office space has been over-subscribed and makeshift, temporary, offices have been created in the entryway of buildings, conference rooms, file rooms, and classrooms.

The Human Resources and Campus Security departments will be housed in the lower-level East quadrant of the Burns North Addition. Currently, the Human Resources offices are spread among the South Administration, North Administration, and Holland Buildings. The Campus Security offices are located in two old real estate sales trailers that were adjoined, placed on a wood foundation, and covered with a stucco exterior. This deteriorating building sits in front of the main entrance to the Holland Centennial Commons Building.

The Burns Arena North office addition will be an institutionally funded project. The estimated project cost to construct the shell of the building and finish the lower-level East quadrant (Phase I) is \$2,070,000. DSU has institutional funds in-hand to fund phase I of the construction and to provide \$35,000 in on-going funds for operations and maintenance. The completion of the remainder of the building will be funded by donations.

The Burns Arena North Office Addition offers the following advantages.

- 18,000 Square feet of office space
- Natural light, windows, in most offices
- Central location with street access and ample adjacent parking
- No loss of green or parking space
- Improved curb appeal of North entrance to Burns Arena
- Provides flexibility to relocate entire campus departments
- Demolition of Campus Security building

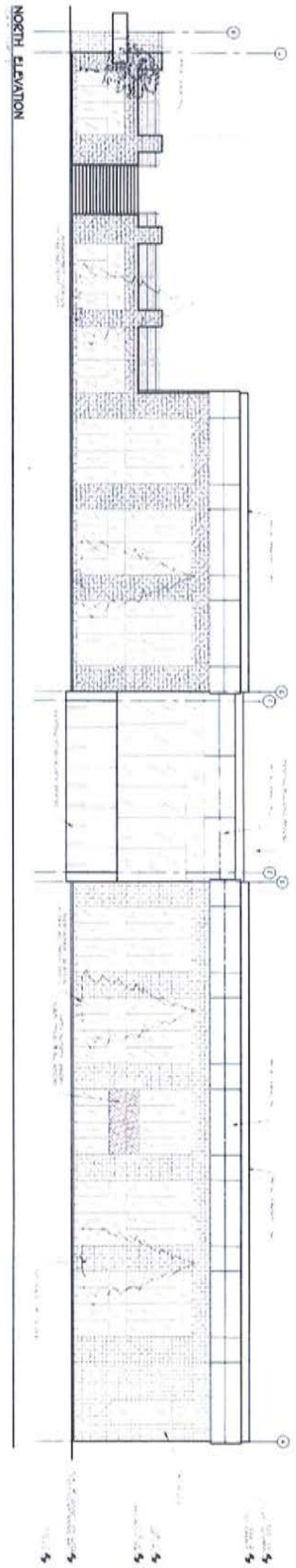
Paul C. Morris  
Vice President for  
Administrative Services

The MRW Design Associates Inc. preliminary drawings and a picture of the construction site are attached for your review.

Sincerely,

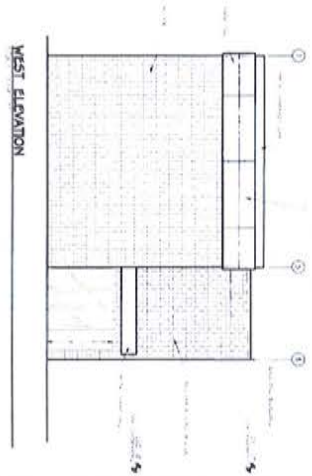
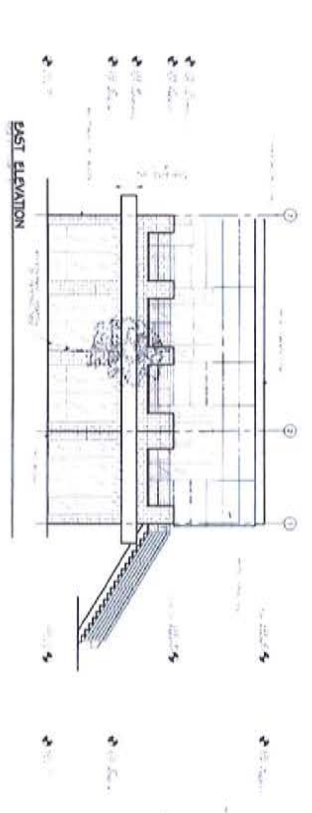
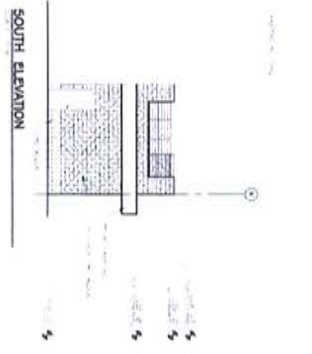
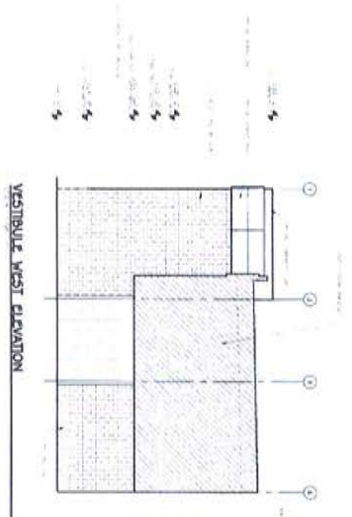
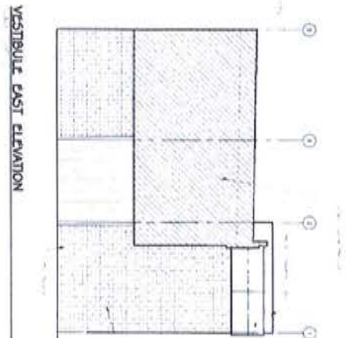
  
Paul C. Morris

cc: Steve Nadauld, Sherry Ruesch



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March 19, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah - Huntsman Center Arena Phase 1 Upgrade and Remodel

Issue

The University of Utah is embarking on a multi-phase upgrade of the Huntsman Center Arena and, in accordance with Board policy, has requested authorization to proceed with the construction of Phase 1.

Background

The Huntsman Center Arena, constructed in 1969, is in need of major renovation and upgrade. Phase 1 of the project includes the addition of a new curtain system; upgraded rigging, sound, lighting, and fire suppression systems; and upgraded entryways. The projected \$6,604,702 cost of this phase will be funded with athletic and auxiliary funds that have been set aside over the past several years. Additional information about this project is included in the attached letter from the University and Project Summary. Future phases are currently being defined.

This Phase 1 project was approved by the Utah State Building Board at their February 5, 2014 meeting and authorized for construction without legislative action in accordance with State statute, based on the fact that it will not receive any state appropriated capital or O&M funding support and will not be financed through a revenue bond.

University representatives will be present at the Board meeting to respond to any questions the Regents might have.

Commissioner's Recommendation

The Commissioner recommends approval of Phase 1 of the Huntsman Center Arena project as requested with the understanding that future phases will be brought to the Regents for approval at the appropriate time in accordance with Board policy.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment



Office of the Vice President  
for Administrative Services

February 6, 2014

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

RE: Jon M. Huntsman Sports Arena Design and Construction Services

Dear Mr. ~~Buhler~~<sup>Dave</sup>:

The Jon M. Huntsman Sports Arena (Huntsman Arena), constructed in 1969, has served the University of Utah well for these past 44 years. Recently, VCBO Architects was retained to perform a facilities study of all facilities used by Campus Recreation, Inter-Collegiate Athletics and the College of Health to determine the condition of existing facilities and whether efficiencies might be achieved by the sharing of these facilities.

The 44 year old Huntsman Arena, an auxiliary facility, requires major upgrades. These will include the addition of a new curtain divider system, new flooring, an upgraded rigging system, sound, lighting, and fire suppression systems. The University's Board of Trustees reviewed and approved the upgrade being proposed.

The proposed total project budget is \$6,604,702 and will be funded by Athletic and Auxiliary funds.

The University of Utah respectfully seeks your support of this request and the opportunity to present this project as information to the Finance and Facilities Committee at the March 28, 2014 Board of Regents meeting.

Thanks, as always, for your consideration and support.

Sincerely,

Arnold B. Combe  
Vice President

c: David W. Pershing  
Dr. Gregory Stauffer  
Ralph Hardy  
Michael G. Perez

Attachment: Building Board Project Summary – Huntsman Arena

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

## Board of Trustees Project Summary

<b>Project Name:</b>	<b>Huntsman Center Arena Phase 1 Upgrade and Remodel</b>
<b>Project Owner:</b>	<b>The University of Utah</b>
<b>Preliminary Cost Estimate:</b>	\$6,604,702
<b>Total Project Space (Gross Square Feet)</b>	91,845 (\$71.91 per sq. ft.)
<b>Sources of Funding:</b>	TBD

### **History:**

Early on in the Recreation, Athletics, and College of Health Master Facility Plan it was determined that the Huntsman Center Arena was in need of an upgrade. There will likely be 3 phases to the upgrade. Phase 1 remodel will add a new curtain system, upgraded rigging system, sound, lighting, fire suppression, entryways, and others. Future phases will address upgrades for access, enlargement of the concourse level, seating upgrades, banquet options and others. These future phases are still being defined.

### **Need:**

Staying competitive with the Huntsman Center Arena is imperative not only for Athletics (crimson club donations, recruiting, revenues) but concessions, merchandising, and special event facility rentals as well. Updating the infrastructure and facilities within the Arena is vital for keeping costs of future maintenance down.

The entire replacement of the 1960s era Huntsman Center was studied as an option and was deemed not feasible from a cost or schedule standpoint. It is therefore proposed that the iconic Huntsman Arena be upgraded instead of replaced. Therefore the Huntsman Center Arena Phase 1 Upgrade and Remodel of the Arena was undertaken as the first effort in the multi phased upgrade. The upgrade of the existing facilities is needed in order to allow for a more efficient and energy conservative facility, a more easily operated facility requiring less maintenance, and a facility which will meet future needs for NCAA and PAC 12 expectations. The new upgrades will allow for more diverse uses through the use of rigging and curtain options. Other areas being upgraded in this first phase include: lighting, basketball floor, sound system, arena entries, and fire protection.

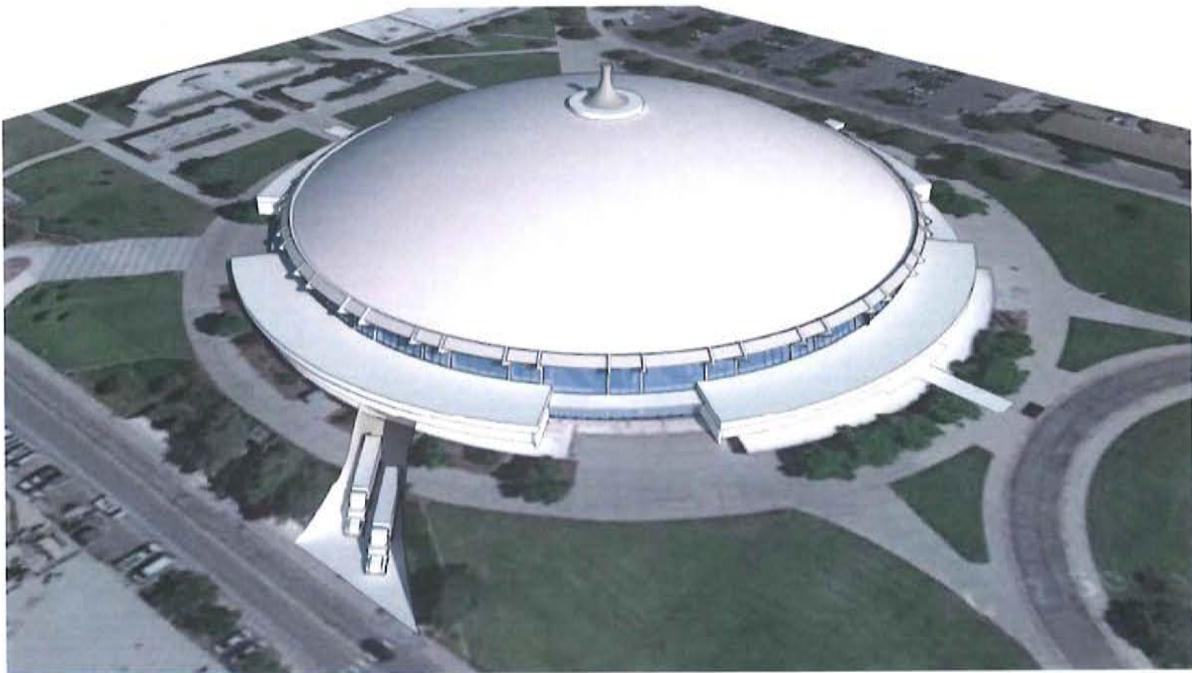
### **Timeline:**

Start of Construction -	May 2014
Completion of Construction -	October 2014

### **Status:**

Bidding and Negotiations - Soliciting Architect and Engineering Firms

**Photographs and Maps:**







March 19, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of R590, Issuance of Revenue Bonds for Facilities Construction, Facilities Acquisition, or Equipment

Issue

Policy R590, *Issuance of Revenue Bonds for Facilities Construction, Facilities Acquisition, or Equipment* 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 requirements, provisions and guidelines for the issuance of revenue bonds for facilities construction, facilities acquisition, or equipment.

Background

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

- The title was revised to be more complete as to what is covered by the policy.
- Reference 2.6 was added simply because it is an alternative method for long-term finance of facilities.
- Section R590.3, General Provisions was added to clarify which proposals require legislative authorization and those that don't.
- The addition of the General Provision section pushed the former R590.3, Policy down to R590.4.
- The reference to the Associate Commissioner for Finance and Facilities was changed to the Office of the Commissioner throughout the policy.
- The section pertaining to procedures for obtaining legislative authorization (existing policy section 3.3) was moved ahead of the section pertaining to procedures for issuing the bonds (existing section 3.2).
- Sections 3.3.4, 3.3.5, and 3.3.6 of the existing policy were eliminated since they deal with "issuance" of the bonds, not "legislative authorization."
- New section 4.3.1 was made to apply only to proposals not needing legislative authorization since that approval will already have been achieved for proposals requiring legislative authorization in new policy section 4.2.1.
- Regarding 4.7, there does not appear to be an historical precedent of including a summary of State of Utah General Obligation Bond debt associated with USHE capital development with the annual report to the Regents.

### Policy Changes

The proposed amendment to R590 is in compliance with Utah state statutes: Utah Code §53B-21, Revenue Bonds, Utah Code §11-17, Utah Industrial Facilities and Development Act, and Utah Code §63G-6, Utah Procurement Code.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to policy R590, *Issuance of Revenue Bonds for Facilities Construction, Facilities Acquisition, or Equipment*, effective immediately.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH/CRW  
Attachment



# R590, Issuance of Revenue Bonds for Facilities Construction, Facilities Acquisition, or Equipment<sup>1</sup>

**R590-1. Purpose:** To provide policy and procedural guidelines for the issuance of revenue bonds within the USHE for ~~facilities~~-construction projects, facilities acquisition, or equipment purchases.

## R590-2. References

- 2.1. Utah Code §53B-21 (Revenue Bonds)
- 2.2. Utah Code §11-17 (Utah Industrial Facilities and Development Act)
- 2.3. Utah Code §63G-6 (Utah Procurement Code)
- 2.4. Policy and Procedures R220, Delegation of Responsibility to the Presidents and Institutional Boards of Trustees
- 2.5. Policy and Procedures R710, Capital Facilities
- 2.6. Policy and Procedures R587, Contract or Lease-purchase Financing

**R590.3. General Provisions:** Except as provided by 3.1 and 3.2 below, the Utah State Board of Regents may not issue revenue bonds without prior approval from the Legislature.

3.1. Refunding of bonds previously approved by the Legislature are exempt from Legislative authorization if:

3.1.1. The bonds are issued to reduce debt service costs; and

3.1.2. The refunding bonds mature during the same time frame as the original obligation.

3.2. The Board may issue bonds, on behalf of the University of Utah and Utah State University, in an amount not to exceed \$10,000,000 in any one fiscal year on behalf of either institution without prior approval from the Legislature.

## R590-34.Policy

**34.1. Availability of ~~Associate Office of the Commissioner for Finance and Facilities~~:** When requested by the institution, the ~~Associate Office of the~~ Commissioner ~~for Finance and Facilities~~ shall assist in the development of institutional revenue bonding proposals for ~~facilities~~ construction projects, facility acquisition, or equipment purchases. At the discretion of institution officials, institutions may proceed independently to develop revenue bonding proposals ~~for facilities construction or equipment purchases~~ provided the proposals are developed in accordance with Regent policies R220, R710 and applicable procedures contained in this policy.

<sup>1</sup> Adopted June 28, 1991, amended January 16, 2004.

**34.32. Procedural Requirements for Institutions Obtaining Specific Legislative Authority Consistent with Utah Code Title 53B, Chapter 21 to Issue Revenue Bonds:** Institutions obtaining specific legislative authority consistent with Utah Code §53B-21 to issue revenue bonds shall:

**34.32.1.** Obtain Board approval in concept of each **facility** construction project or facility acquisition for which bonding will be requested 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** may be sought and obtained prior to or simultaneously with approval to seek legislative authority to issue the bonds.

**34.32.2.** Obtain Board approval to seek legislative authority to issue revenue bonds for the construction project, facility acquisition, or equipment purchase through the Finance and Facilities Committee of the Board based on a description of the project proposal.

**34.32.3.** ~~Through the Commissioner's office,~~ Request legislative authority, through the Office of the Commissioner, to issue the revenue bonds for the ~~construction project or equipment purchase proposal~~.

~~**3.3.4.**—Obtain Board approval to seek revenue bond financing for the construction project or equipment purchase through the Finance and Facilities Committee of the Board based on an updated description of the project and an initial plan for debt servicing. When scheduling permits, approval to seek financing shall be obtained prior to the steps set forth in 3.3.5. When scheduling requirements are urgent, steps set forth in 3.3.5 may be initiated prior to obtaining Board approval to seek financing.~~

~~**3.3.5.**—Request appointment of bond counsel by the Attorney General, select an underwriter or underwriting team through a request for proposal process and provide copies of the request for bond counsel and the underwriter request for proposal to the Associate Commissioner for Finance and Facilities.~~

~~**3.3.6.**—Obtain a Board resolution through the Finance and Facilities Committee of the Board authorizing issuance of the bonds. The authorizing resolution shall be prepared by bond counsel and shall include all provisions necessary to complete the transaction and issue the bonds. The authorizing resolution shall include the parameters for principal amounts, terms, discounts and timing. Revised plans for debt service and up-to-date financial feasibility analysis shall be submitted to the Board with the proposed authorizing resolution. When possible, the authorizing resolutions, related bond documentation, and financial feasibility data shall be submitted to the Associate Commissioner for Finance and Facilities for review at least 15 days prior to Board consideration of the resolution.~~

**34.23. Procedural Requirements for Institutions Issuing Bonds Pursuant to Utah Code Title 11, Chapter 17, Industrial Facilities and Development Act:** Institutions issuing bonds pursuant to Utah Code §11-17, Utah Industrial Facilities and Development Act, shall:

**34.2.3.1.** Obtain Board approval in concept of each **facility** construction project or facility acquisition that is exempt from legislative authorization (see section R590.3, General Provisions) 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.

**34.2.3.2.** Obtain Board approval through the Finance and Facilities Committee of the Board to seek revenue bond financing for ~~the construction project or equipment purchase~~ bonding proposals authorized by the Legislature or exempt from legislative authorization (see section R590.3., General Provisions) ~~through the Finance and Facilities Committee of the Board~~, providing a description of the project proposal and an initial plan for debt servicing. When scheduling permits, approval to seek financing shall be obtained prior to the steps set forth in 34.23.32. When scheduling requirements are urgent, steps set forth in 34.23.32 may be initiated prior to obtaining Board approval to seek financing.

**34.23.3.** Request, through the Office of the Commissioner, appointment of bond counsel by the Attorney General and select an underwriter or underwriting team through a request for proposal process. ~~and provide copies of the request for bond counsel and the underwriter request for proposal to the Associate Commissioner for Budget and Finance.~~

**34.23.4.** Obtain a Board resolution through the Finance and Facilities Committee authorizing issuance of the bonds. The authorizing resolution shall be prepared by bond counsel and shall include the provisions necessary to complete the transaction and issue the bonds. The authorizing resolution shall include the parameters for principal amounts, terms, discounts and timing. The institution shall submit to the Board current plans for debt service and up-to-date financial feasibility analysis with the proposed authorizing resolution. When possible, the authorizing resolutions, related bond documentation, and financial feasibility data shall be submitted to the Associate Office of the Commissioner for Finance and Facilities for review at least 15 days prior to Board consideration of the resolution.

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

**34.5. Responsibility of the Associate Office of the Commissioner for Finance and Facilities to Review Bond Documentation:** Prior to Board consideration of any authorizing resolution the Associate Office of the Commissioner for Finance and Facilities shall review the applicable bond documentation. The Associate Office of the Commissioner shall also evaluate up-to-date financial data, provisions for renewal and replacement, provisions for sinking fund reserve, parameters on principal amounts, terms, discounts and timing, and other issues relating to the financial feasibility of the proposed bond issue. The Associate Office of the Commissioner ~~shall report findings to the Commissioner and~~ shall be available to address any financial concerns the Board may have.

**34.6. Associate Office of the Commissioner for Finance and Facilities to Seek Attorney's General Opinion:** The Associate Office of the Commissioner for Finance and Facilities shall request an opinion from the Attorney General regarding the legality of the bond issue and related contracts and provisions.

**34.7. Associate Office of the Commissioner for Finance and Facilities to Submit an Annual Report of Bond Debt.** The Associate Office of the Commissioner for Finance and Facilities shall prepare and submit to the Board an annual report which summarizes institutional and system bonded indebtedness, relative to nationally recognized standards for financial strength, associated with institutional or system revenue bonds. ~~and shall include a summary of State of Utah General Obligation Bond debt associated with USHE capital development.~~



# R590, Issuance of Revenue Bonds for Facilities Construction, Facilities Acquisition, or Equipment<sup>1</sup>

**R590-1. Purpose:** To provide policy and procedural guidelines for the issuance of revenue bonds within the USHE for construction projects, facilities acquisition, or equipment purchases.

## R590-2. References

- 2.1. Utah Code §53B-21 (Revenue Bonds)
- 2.2. Utah Code §11-17 (Utah Industrial Facilities and Development Act)
- 2.3. Utah Code §63G-6 (Utah Procurement Code)
- 2.4. Policy and Procedures R220, Delegation of Responsibility to the Presidents and Institutional Boards of Trustees
- 2.5. Policy and Procedures R710, Capital Facilities
- 2.6. Policy and Procedures R587, Contract or Lease-purchase Financing

**R590.3. General Provisions:** Except as provided by 3.1 and 3.2 below, the Utah State Board of Regents may not issue revenue bonds without prior approval from the Legislature.

3.1. Refunding of bonds previously approved by the Legislature are exempt from Legislative authorization if:

- 3.1.1. The bonds are issued to reduce debt service costs; and
- 3.1.2. The refunding bonds mature during the same time frame as the original obligation.

3.2. The Board may issue bonds, on behalf of the University of Utah and Utah State University, in an amount not to exceed \$10,000,000 in any one fiscal year on behalf of either institution without prior approval from the Legislature.

## R590-4. Policy

4.1. **Availability of Office of the Commissioner:** When requested by the institution, the Office of the Commissioner shall assist in the development of institutional revenue bonding proposals for construction projects, facility acquisition, or equipment purchases. At the discretion of institution officials, institutions may proceed independently to develop revenue bonding proposals provided the proposals are developed in accordance with Regent policies R220, R710 and applicable procedures contained in this policy.

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<sup>1</sup> Adopted June 28, 1991, amended January 16, 2004.

**4.2. Procedural Requirements for Institutions Obtaining Specific Legislative Authority Consistent with Utah Code Title 53B, Chapter 21 to Issue Revenue Bonds:** Institutions obtaining specific legislative authority consistent with Utah Code §53B-21 to issue revenue bonds shall:

**4.2.1.** Obtain Board approval in concept of each construction project or facility acquisition for which bonding will be requested 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 may be sought and obtained prior to or simultaneously with approval to seek legislative authority to issue the bonds.

**4.2.2.** Obtain Board approval to seek legislative authority to issue revenue bonds for the construction project, facility acquisition, or equipment purchase through the Finance and Facilities Committee of the Board based on a description of the proposal.

**4.2.3.** Request legislative authority, through the Office of the Commissioner, to issue the revenue bonds for the proposal.

**4.3. Procedural Requirements for Institutions Issuing Bonds Pursuant to Utah Code Title 11, Chapter 17, Industrial Facilities and Development Act:** Institutions issuing bonds pursuant to Utah Code §11-17, Utah Industrial Facilities and Development Act, shall:

**4.3.1.** Obtain Board approval in concept of each construction project or facility acquisition that is exempt from legislative authorization (see section R590.3, General Provisions) 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 through the Finance and Facilities Committee of the Board to seek revenue bond financing for bonding proposals authorized by the Legislature or exempt from legislative authorization (see section R590.3., General Provisions), providing a description of the proposal and an initial plan for debt servicing. When scheduling permits, approval to seek financing shall be obtained prior to the steps set forth in 4.3.2. When scheduling requirements are urgent, steps set forth in 4.3.2. may be initiated prior to obtaining Board approval to seek financing.

**4.3.3.** Request, through the Office of the Commissioner, appointment of bond counsel by the Attorney General and select an underwriter or underwriting team through a request for proposal process.

**4.3.4.** Obtain a Board resolution through the Finance and Facilities Committee authorizing issuance of the bonds. The authorizing resolution shall be prepared by bond counsel and shall include the provisions necessary to complete the transaction and issue the bonds. The authorizing resolution shall include the parameters for principal amounts, terms, discounts and timing. The institution shall submit to the Board current plans for debt service and up-to-date financial feasibility analysis with the proposed authorizing resolution. When possible, the authorizing resolutions, related bond documentation, and financial feasibility data shall be submitted to the Office of the Commissioner for review at least 15 days prior to Board consideration of the resolution.

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



**4.5. Responsibility of the Office of the Commissioner to Review Bond Documentation:** Prior to Board consideration of any authorizing resolution the Office of the Commissioner shall review the applicable bond documentation. The Office of the Commissioner shall also evaluate up-to-date financial data, provisions for renewal and replacement, provisions for sinking fund reserve, parameters on principal amounts, terms, discounts and timing, and other issues relating to the financial feasibility of the proposed bond issue. The Office of the Commissioner shall be available to address any financial concerns the Board may have.

**4.6. Office of the Commissioner to Seek Attorney's General Opinion:** The Office of the Commissioner shall request an opinion from the Attorney General regarding the legality of the bond issue and related contracts and provisions.

**4.7. Office of the Commissioner to Submit an Annual Report of Bond Debt.** The Office of the Commissioner shall prepare and submit to the Board an annual report which summarizes institutional and system bonded indebtedness, relative to nationally recognized standards for financial strength, associated with institutional or system revenue bonds.

March 19, 2014

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Revision of R491, University Research Parks

Issue

Policy R491, *University Research Parks* draft revisions were reviewed by the Regents' Finance and Facilities Committee at the January meeting with the direction that the "Definitions" section be refined, including amending the use of the word "industrial", and the policy brought back for review and consideration at the March meeting. Since the January meeting, Commissioner's Office staff has worked with officers from Utah State University (USU) and the University of Utah (UU) (the two institutions to which the University Research Park policy applies) to craft substitute language for the "Definitions" section and has reached out to Regents Marquardt, Simmons, and Clyde for feedback regarding the revised language.

As a reminder, R491 has 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 "Definitions" section in January read (with the language in question italicized and underlined):

"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."

The final, agreed upon approach managed to shorten the earlier definition, and now reads:

"Research Parks are herein defined as master planned property and buildings designed primarily to attract and promote the economic growth and development of Utah by encouraging the interaction of Utah's

research universities with and the resulting transfer of university research and technology to the private sector for the creation of jobs and increase of state revenues.”

As a reminder, the other revisions to policy R491 language were shared and agreed to at the January meeting, and included:

- The “Purpose” statement was changed to match the policy revisions.
- A summary of the statutory provisions that specify authorized activities of the UU 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 USU Research Park. No such description was included in the existing policy for the UU Research Park.
- Eliminated the authorizing statement for the USU Research Park. A like statement for UU 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 review the updates to the “Definitions” section and if they find them acceptable, approve the revisions to policy R491, *University Research Parks*, effective immediately.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH/CRW  
Attachment

# R491, University Research Parks<sup>1</sup>

**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 economic growth and development of Utah by encouraging the interaction of Utah's research universities with and the resulting 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.

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<sup>1</sup> 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.~~

March 19, 2014

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Adoption of Policy R122, Board Conflict of Interest Policy

Issue

Policy R122, *Board Conflict of Interest Policy* is a new policy that sets forth the standard of conduct expected for members of the Board of Regents in areas where there are actual or potential conflicts of interest between their public duties and their private interests and to comply with state law.

Background

Key provisions of the policy include:

- Disclosure is required if:
  - A Regent or his/her family(s) owns, is an officer, director, employee of, or has a “substantial interest” in an entity (profit or not-for-profit) that does business with the Board (including UHEAA or UESP) or any institution with the USHE
    - “Substantial interest” is defined as when the Regent, Regent’s spouse, or minor children own at least 5% of a business
    - Disclosure is to be made annually
  - A Regent is to receive compensation for assisting any person or business in any transaction involving a Utah state agency
- Regents shall recuse themselves from discussion and voting on any matters where they are a director, employee, or own a substantial interest

Policy Compliance with Utah Code

The proposed new policy R122 is in compliance with Utah state statutes: Utah Code §63G-6a-2304.5 General Government, Utah Procurement Code: Gratuities – Kickbacks – Unlawful use of Position or Influence, Utah Code §67-16-(1-15) State Officers and Employees, and Utah Code §76-8-105 Receiving or Soliciting a Bribe by a Public Servant.



Commissioner's Recommendation

The Commissioner recommends that the Regents review the proposed R122, *Board Conflict of Interest Policy*, and if in agreement approve it, effective immediately.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/KVO/CRW  
Attachment

## R122, Board Conflict of Interest Policy

**R122-1. Purpose:** To set forth the standards of conduct expected for members of the State Board of Regents in areas where there are actual or potential conflicts of interest between their public duties and their private interests and to comply with state law.

### R122-2. References

- 2.1. Utah Code §63G-6a-2304.5 (General Government, Utah Procurement Code: Gratuities – Kickbacks – Unlawful use of position or influence)
- 2.2. Utah Code §67-16-(1-15) (State Officers and Employees)
- 2.2. Utah Code §76-8-105 (Receiving or Soliciting a Bribe by a Public Servant)

### R122-3. Definitions

- 3.1. **Regent:** "Regent" means an individual member of the State Board of Regents.
- 3.2. **Substantial interest:** "Substantial interest" means the ownership, either legally or equitably, by a Regent, the Regent's spouse, or the Regent's minor children, of at least 5% of the outstanding capital stock of a corporation or a 5% interest in any other business entity.

### R122-4. Duties and Responsibilities

- 4.1. **Compliance with Utah Statutes:** Regents must comply with all state laws, with particular attention to those that govern conflicts of interest and their service as public officials as noted in the references of this policy.
- 4.2. **Duty to Submit Disclosure Statement**
  - 4.2.1. Regents who are officers, directors, or employees or who are owners of a substantial interest in any business entity that is or may be involved in any transaction with the State Board of Regents (including UHEAA and UESP) or any other Utah institution of higher education (as defined in Utah Code Ann. §53B-2-101) shall disclose such facts in a sworn disclosure statement as set forth in Section 5 of this policy before participating in their official capacities with respect to any such transactions and annually thereafter.
  - 4.2.2. Regents shall not receive or agree to receive compensation for assisting any person or business entity in any transaction involving a Utah state agency, including the State Board of Regents (including UHEAA and UESP) or any other Utah institution of higher education (as defined in Utah Code Ann. §53B-2-101), without first disclosing such facts in a sworn, written disclosure statement as set forth in Section 5 of this policy.
- 4.3. **Duty to Not Use Official Position for Personal Economic Gain:** Regents shall not use or attempt to use their official positions to further substantially their personal economic interest or to secure special privileges or exemptions for themselves or others.

- 4.4. **Duty to Recuse Oneself on a Matter Involving a Substantial Interest:** Regents shall recuse themselves from the discussion and vote on a matter that involves any business entity as to which they are officers, directors, or employees or in which they own a substantial interest.

#### R122-5. Procedures for Submitting Disclosure Statement

- 5.1. **What to Submit:** The disclosure statement must be made in writing and under oath. The disclosure statement shall be in the form attached.
- 5.2. **When to Submit:**
- 5.2.1. For disclosure statements required by Section 4.2.1., the disclosure statement must be submitted before the Regent participates in his or her official capacity with respect to such transactions or within thirty (30) days of the adoption of this policy and annually thereafter. The Regent shall submit another disclosure statement whenever his or her position or ownership interest in the business entity changes significantly.
  - 5.2.2. For disclosure statements required by Section 4.2.2., the disclosure statement must be submitted within ten (10) days after the date of any agreement between the Regent and the person or business entity being assisted or within ten (10) days of the receipt of compensation, whichever is earlier.
- 5.3. **Where to Submit:** The disclosure statement must be completed and submitted to the Board Secretary. The Board Secretary shall then file the disclosure statement with the following offices as appropriate:
- 5.3.1. the Commissioner's Office;
  - 5.3.2. the state Attorney General's Office; and
  - 5.3.3. the agency head of the agency with which the transaction is being conducted if the disclosure is required by Section 4.2.2.
- 5.4. **Review of Statements:** The submitted disclosure statements will be reviewed by the Conflict of Interest Committee, which includes the Board Chair, Vice Chair, and two other Regents as selected by the Chair and Vice Chair as part of the determination of Regent Committee assignments. The disclosure statements of the Board Chair and Vice Chair will be reviewed by the other Regents on the Conflict of Interest Committee.
- 5.5. **Public Document:** The disclosure statement is public information and shall be available for examination by the public.

#### R122-6. Records of Proceedings

- 6.1. **Minutes:** The minutes of the State Board of Regents and all committees with board delegated powers shall contain the names of those Regents who abstain from participation in their official capacities in transactions involving business entities where they have a position or own a substantial interest and have not filed a disclosure statement as required by this Conflict of Interest Policy. The minutes, however, are not required to record the names of those Regents who have filed disclosure statements or any information contained in those disclosure statements.

## R122-7. Boards of Trustees

- 7.1. **Disclosure Statements:** Institutional Boards of Trustees shall adopt similar standards of conduct for their respective Board members including conflict of interest policies within 120 days of enactment of this policy.



Name and address of agency involved: \_\_\_\_\_

\_\_\_\_\_

Name and address of person or business entity being assisted: \_\_\_\_\_

\_\_\_\_\_

A brief description of the transaction and the nature of the service performed or to be performed:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. I understand that this Disclosure Statement is considered to be public information.

DATED this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
*Signature of Board Member*

SUBSCRIBED AND SWORN TO before me by \_\_\_\_\_  
*Print Name of Board Member*

this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

My Commission expires:

\_\_\_\_\_  
NOTARY PUBLIC  
Residing at:

March 19, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of R588, Delegation of Debt Policy to Boards of Trustees

Issue

Policy R588, *Delegation of Debt Policy to Boards of Trustees* has recently been reviewed by the Office of the Commissioner and USHE institutional representatives; this reexamination a part of the continuing review of all Regental policies. Suggested modifications to this policy focus on providing a framework by which decisions can be made concerning the use and management of debt and providing guidelines for USHE institutions to use in the establishment of debt policies.

Background

The policy was first implemented in 2007, at which time the Regents determined to delegate specific policy making ability to institutions choosing to implement a debt policy. Recommended updates now include:

- Clarifies the Purpose.
- Expands references to include the two major Regents' policies on long-term debt that relate specifically to statutory authorization.
- Moves section R588.4 to R588.3 and retitled it "General Policy."
- Adds a new section, R588.4, Overview of Financing Structures to provide information about the kinds of debt instruments that might be considered in formulating institutional policies.
- Moves section 588.3, Definitions to 588.5. and retitles it to be General Considerations. It was erroneously titled "Definitions."
- Removes reference to "general obligation" debt since it is the sole purview of the State of Utah, not the Regents or USHE institutions.

Policy Changes

The proposed amendment to R588 is in compliance with Utah state statutes: Utah Code §53B-1-102, State System of Higher Education and Utah Code §53B-1-103, Establishment of State Board of Regents – Powers and Authority.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to policy R588, *Delegation of Debt Policy to Boards of Trustees*, effective immediately.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH/CRW  
Attachment



# R588, Delegation of Debt Policy to Boards of Trustees<sup>1</sup>

**R588-1. Purpose:** To authorize ~~an institution~~ USHE institutions to establish ~~a debt policy~~ policies approved by ~~its~~ their Boards of Trustees to provide a framework by which decisions are made concerning the use and management of debt and to provide guidelines for the establishment of such policies.

## R588-2. References

- 2.1. 53B-1-102, Utah Code Annotated 1953 (State System of Higher Education)
- 2.2. 53B-1-103, Utah Code Annotated 1953 (Establishment of State Board of Regents – Powers and authority)
- 2.3. R590, Issuance of Revenue Bonds for Facilities Construction and Equipment
- 2.4. R587, Contract or Lease-purchase Financing

**R588.43. General Policy** ~~An institution within the Utah System Of Higher Education may~~ USHE institutions are authorized to establish ~~its~~ their own institutional debt policy policies ~~in consultation with the Commissioner's Office and, as~~ approved by ~~its~~ their Boards of Trustees, to meet the individual needs and objectives of the institutions ~~in regards to debt~~ regarding the use and management of debt. Such policies must adhere to the specific requirements contained herein and should utilize the general considerations ~~contained herein as guidelines.~~

## R588-4. Overview of Financing Structures

4.1. Revenue Bonds – Revenue Bonds are long-term debt instruments that are repaid from an identified institutional revenue source. Upon recommendation by the Boards of Trustees, these bonds must be approved by the Utah State Board of Regents and authorized by the Utah State Legislature (see Board of Regents Policy R590, Issuance of Revenue Bonds for Facilities Construction and Equipment).

4.2. 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.

4.3. Lease-purchase Financing of Facilities – A long-term financing method for construction or acquisition of buildings that amortizes the cost of the asset over a specified time period, at the conclusion of which the asset vests in the lessee. This is an alternative to revenue bond funding that requires Utah State Board of Regents approval upon the recommendation of the institutional Boards of Trustees (see Board of Regents Policy R587, Contract or Lease-purchase Financing).

4.4. Certificates of Participation - A lease-purchase financing arrangement 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 (see section 4.3 above).

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<sup>1</sup> Adopted January 19, 2007, amended March 9, 2007.

4.5. 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. These arrangements are generally considered to be for facilities and are subject to the approval of the Utah State Board of Regents (see section 4.3 above).

4.6. Capital or Finance Lease Purchase of Equipment – 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

4.7. Operating Lease of Equipment – 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.

4.8. Other – Other debt instruments, such as off-balance sheet and third party debt may be considered in financing capital construction, renovation, or purchase of tangible assets (equipment) and intangible assets (computer software).

#### R588-5. General Considerations

~~3.1.5.1.~~ A debt policy ~~may be helpful in forming forms~~ the foundation for a well-managed debt program. ~~A debt policy can~~ by establishing parameters for issuing debt and managing the debt portfolio, ~~and by as well as~~ providing appropriate guidance to decision-makers, and identifying key objectives for institutional staff to implement. ~~If developed at the institutional level, a~~ Institutional debt ~~policy~~ policies should demonstrate a commitment to the institution's long-range financial plans, recognize a long-term commitment to full and timely repayment of all debt, and be compatible with the institution's goals for capital programs and budgets.

~~3.2.5.2.~~ Institutional debt policies should give consideration to:

~~3.2.1.5.2.1.~~ The purposes for which debt may be issued;

~~3.2.2.5.2.2.~~ ~~Legal d~~Debt limitations, ~~if any~~;

~~3.2.3.5.2.3.~~ Types of debt permitted to be issued;

~~3.2.4.5.2.4.~~ Criteria for issuance of short-term and long-term debt, ~~general obligation and~~ revenue debt, fixed and variable rate debt, lease-backed debt, tax-exempt and taxable debt, and special obligation debt;

~~3.2.5.5.2.5.~~ Credit objectives, such as maintenance of specific credit ratings or adherence to benchmark debt ratios;

~~3.2.6.5.2.6.~~ Authorized methods of sale, such as competitive sale, negotiated sale, and private placement;

~~3.2.7.5.2.7.~~ Method of selecting and use of outside finance professionals; ~~and~~

~~3.2.8.5.2.8.~~ Refunding of debt; and

5.2.9 Internal controls.

## R588, Delegation of Debt Policy to Boards of Trustees<sup>1</sup>

**R588-1. Purpose:** To authorize USHE institutions to establish debt policies approved by their Boards of Trustees to provide a framework by which decisions are made concerning the use and management of debt and to provide guidelines for the establishment of such policies.

### R588-2. References

- 2.1. 53B-1-102, Utah Code Annotated 1953 (State System of Higher Education)
- 2.2. 53B-1-103, Utah Code Annotated 1953 (Establishment of State Board of Regents – Powers and authority)
- 2.3. R590, Issuance of Revenue Bonds for Facilities Construction and Equipment
- 2.4. R587, Contract or Lease-purchase Financing

**R588.3. General Policy** USHE institutions are authorized to establish their own institutional debt policies as approved by their Boards of Trustees, to meet the individual needs and objectives of the institutions regarding the use and management of debt. Such policies must adhere to the specific requirements contained herein and should utilize the general considerations.

### R588-4. Overview of Financing Structures

- 4.1. Revenue Bonds – Revenue Bonds are long-term debt instruments that are repaid from an identified institutional revenue source. Upon recommendation by the Boards of Trustees, these bonds must be approved by the Utah State Board of Regents and authorized by the Utah State Legislature (see Board of Regents Policy R590, Issuance of Revenue Bonds for Facilities Construction and Equipment).
- 4.2. 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.
- 4.3. Lease-purchase Financing of Facilities – A long-term financing method for construction or acquisition of buildings that amortizes the cost of the asset over a specified time period, at the conclusion of which the asset vests in the lessee. This is an alternative to revenue bond funding that requires Utah State Board of Regents approval upon the recommendation of the institutional Boards of Trustees (see Board of Regents Policy R587, Contract or Lease-purchase Financing).
- 4.4. Certificates of Participation - A lease-purchase financing arrangement 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 (see section 4.3 above).
- 4.5. 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. These

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<sup>1</sup> Adopted January 19, 2007, amended March 9, 2007.

arrangements are generally considered to be for facilities and are subject to the approval of the Utah State Board of Regents (see section 4.3 above).

4.6. Capital or Finance Lease Purchase of Equipment – 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

4.7. Operating Lease of Equipment – 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.

4.8. Other – Other debt instruments, such as off-balance sheet and third party debt may be considered in financing capital construction, renovation, or purchase of tangible assets (equipment) and intangible assets (computer software).

#### **R588-5. General Considerations**

5.1. A debt policy forms the foundation for a well-managed debt program by establishing parameters for issuing debt and managing the debt portfolio, as well as providing appropriate guidance to decision-makers, and identifying key objectives for institutional staff to implement. Institutional debt policies should demonstrate a commitment to the institution's long-range financial plans, recognize a long-term commitment to full and timely repayment of all debt, and be compatible with the institution's goals for capital programs and budgets.

5.2. Institutional debt policies should give consideration to:

5.2.1. The purposes for which debt may be issued;

5.2.2. Debt limitations;

5.2.3. Types of debt permitted to be issued;

5.2.4. Criteria for issuance of short-term and long-term debt, revenue debt, fixed and variable rate debt, lease-backed debt, tax-exempt and taxable debt, and special obligation debt;

5.2.5. Credit objectives, such as maintenance of specific credit ratings or adherence to benchmark debt ratios;

5.2.6. Authorized methods of sale, such as competitive sale, negotiated sale, and private placement;

5.2.7. Method of selecting and use of outside finance professionals;

5.2.8. Refunding of debt; and

5.2.9. Internal controls.

March 19, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of R205, Presidential Appointment, Term of Office, and Compensation and Benefits

Issue

Policy R205, *Presidential Appointment, Term of Office, and Compensation and Benefits* 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 update the presidential vehicle allowance option.

Background

Updated language includes modifications to sections 3.5.3. and a [reference] correction to section 3.6.3.:

- The Board of Regents approves the use of the vehicle allowance option going forward, rather than institutional Boards of Trustees. This is consistent with other provisions of presidential compensation.
- The presidential vehicle allowance option is set at \$520 per month. This rate is based on the State Division of Fleet Operations "Executive full-size vehicle allowance" and reimbursement rate for 1,250 miles.
- The revisions to the policy allow for existing contracts with allowance rates different from the \$520 amount to be "grandfathered" if those rates were in effect prior to March 2014.
- An option to adjust the vehicle allowance rate according to changes in the Consumer Price Index has also been included.

Policy Changes

The proposed amendment to R205 is in compliance with Utah state statutes: Utah Code §53B-2-102 Board to Appoint President of Each Institution.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to policy R205, *Presidential Appointment, Term of Office, and Compensation and Benefits*, effective immediately.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/BLS/CRW  
Attachment

## R205, Presidential Appointment, Term of Office, and Compensation and Benefits<sup>1</sup>

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**3.5.3** Presidents may, with approval of the ~~institutional Board of Trustees~~ Board of Regents, choose to take a vehicle allowance rather than a designated state vehicle. Allowances shall be set ~~by a vote of the Board of Trustees at \$520 per month and may adjust annually based on the Consumer Price Index. The approved rate shall not exceed the rate established by the State Division of Fleet Operations for an "Executive Full-size" vehicle.~~ Presidents with a vehicle allowance rate above the \$520 per month rate are allowed to maintain the higher rate if in effect prior to March 2014.

**3.5.3** Presidents may, with approval of the Board of Regents, choose to take a vehicle allowance rather than a designated state vehicle. Allowances shall be set at \$520 per month and may adjust annually based on the Consumer Price Index. Presidents with a vehicle allowance rate above the \$520 per month rate are allowed to maintain the higher rate if in effect prior to March 2014.

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<sup>1</sup> Adopted April 25, 1978, amended February 26, 1988, March 25, 1988, November 4, 1994, January 16, 2004 and August 19, 2005, April 18, 2008, and May 17, 2013.

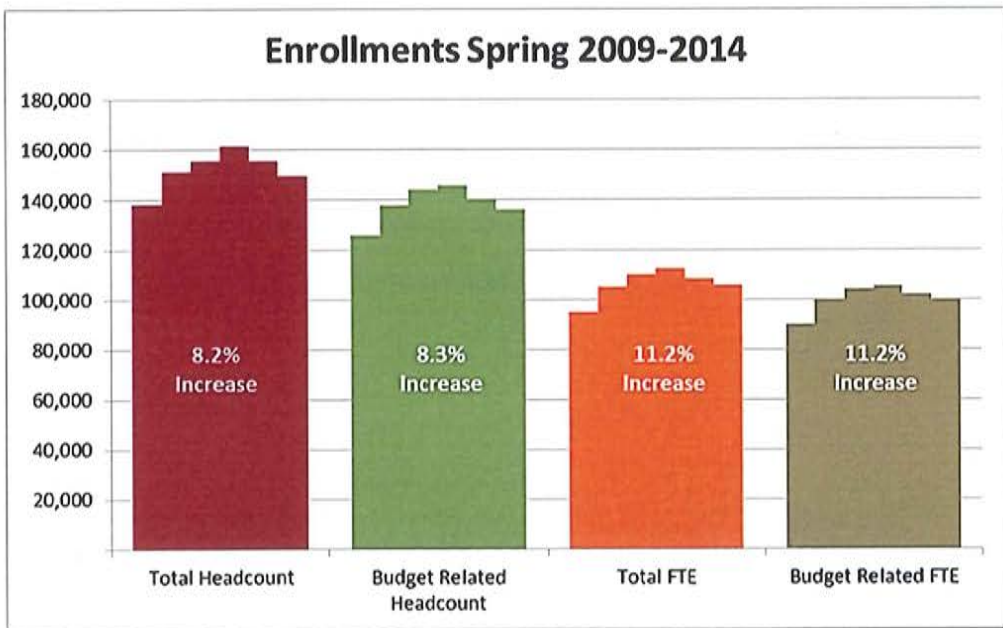
March 19, 2014

MEMORANDUM

TO: State Board of Regents  
FROM: David Buhler  
SUBJECT: USHE - Spring 2014 Enrollment Report

Utah's public colleges and university enrollments continue to be impacted by the lowering of the age at which a young man or woman may serve an LDS mission, and in some cases, the improving economy. For USHE institutions, the 2014 spring semester budget related headcount enrollments declined by a combined total of 2.97% and budget related FTE declined by a combined total 2.29% when compared to spring semester 2013. Due to significant institutional efforts to mitigate the impact on enrollments, the spring 2014 enrollment numbers show the impact at most of the institutions is less than what had been originally anticipated when the age change was announced.

USHE institutions expect to recover enrollments lost to LDS missionary service over the next two to four years as the students that left in 2013-14 begin to return to school. The recovery of lost enrollments will be in addition to an estimated 16% growth in the size of Utah's high schools graduating classes by the year 2020. Current K-12 enrollments in Utah's public school system represent a potential growth of 28,000 students at USHE institutions between 2014 and 2020 due to population increases alone. (Source: USOE LEA Enrollments by Grade Fall 2013)





Total and budget-related headcounts and FTE numbers are included in the following attachments (Budget-related are enrollments eligible for state funding). Also included in the attachments are USHE headcounts summarized by gender and ethnicity.

Commissioner's Recommendation

This item is for information only; no action required.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/JAC  
Attachment

## Utah System of Higher Education

### Spring 2014 3rd Week Headcount Enrollment Report

TOTAL HEADCOUNT (Budget Related & Self Support)	PRIOR*	CURRENT*	CHANGE #	CHANGE %
UU	31,037	30,466	(571)	-1.84%
USU	26,498	25,361	(1,137)	-4.29%
WSU	22,038	21,348	(690)	-3.13%
SUU	7,556	7,085	(471)	-6.23%
SNOW	3,723	3,703	(20)	-0.54%
DSU	7,709	7,425	(284)	-3.68%
UVU	27,562	26,248	(1,314)	-4.77%
SLCC	29,756	27,992	(1,764)	-5.93%
USHE	155,879	149,628	(6,251)	-4.01%

\* Headcount can reflect multiple students attending multiple institutions

BUDGET RELATED HEADCOUNT	PRIOR	CURRENT	CHANGE #	CHANGE %
UU	30,521	29,958	(563)	-1.84%
USU	23,561	23,179	(382)	-1.62%
WSU	18,743	18,066	(677)	-3.61%
SUU	6,499	6,189	(310)	-4.77%
SNOW	3,617	3,590	(27)	-0.75%
DSU	7,418	7,174	(244)	-3.29%
UVU	24,206	23,155	(1,051)	-4.34%
SLCC	25,873	24,953	(920)	-3.56%
USHE	140,438	136,264	(4,174)	-2.97%

Notes: Source for "Prior" year and "Current" headcount information from USHE Data Warehouse

Utah System of Higher Education

**Spring 2014 3rd Week FTE Student Enrollment Report**

<b>TOTAL FTE (Budget Related &amp; Self Support)</b>	<b>PRIOR</b>	<b>CURRENT</b>	<b>CHANGE #</b>	<b>CHANGE %</b>
UU	25,650	25,290	(360)	-1.41%
USU	18,464	18,264	(200)	-1.09%
WSU	14,363	13,832	(531)	-3.70%
SUU	5,855	5,868	13	0.22%
SNOW	2,903	2,920	17	0.59%
DSU	5,748	5,640	(108)	-1.88%
UVU	19,078	18,431	(646)	-3.39%
SLCC	16,402	15,532	(870)	-5.31%
<b>USHE</b>	<b>108,462</b>	<b>105,776</b>	<b>(2,686)</b>	<b>-2.48%</b>

<b>BUDGET RELATED FTE</b>	<b>PRIOR</b>	<b>CURRENT</b>	<b>CHANGE #</b>	<b>CHANGE %</b>
UU	25,458	25,115	(343)	-1.35%
USU	17,440	17,396	(44)	-0.25%
WSU	12,768	12,399	(368)	-2.88%
SUU	5,630	5,426	(204)	-3.63%
SNOW	2,871	2,883	11	0.39%
DSU	5,659	5,503	(156)	-2.76%
UVU	17,408	16,887	(521)	-2.99%
SLCC	15,065	14,363	(713)	-4.73%
<b>USHE</b>	<b>102,299</b>	<b>99,971</b>	<b>(2,338)</b>	<b>-2.29%</b>

Notes: Rounding Error - FTEs are calculated then rounded to the nearest one

### Utah System of Higher Education

#### Spring 2014 3rd Week USHE Total Headcount by Gender

GENDER	PRIOR	CURRENT	CHANGE #	CHANGE %
Female	76,570	73,347	(3,223)	-4.21%
Male	79,309	76,281	(3,028)	-3.82%
Total	155,879	149,628	(6,251)	-4.01%

### Utah System of Higher Education

#### Spring 2014 3rd Week USHE Total Headcount by Ethnicity\*

Ethnicity	PRIOR	CURRENT	CHANGE #	CHANGE %
American Indian Alaskan	1,468	1,390	(78)	-5.3%
Asian	3,500	3,547	47	1.3%
Black or African American	2,027	1,995	(32)	-1.6%
Hawaiian or Pacific Islander	1,208	1,096	(112)	-9.3%
Hispanic or Latino	12,527	12,897	370	3.0%
White	113,315	107,937	(5,378)	-4.7%
Multiple Categories	1,330	1,456	126	9.5%
Non-Resident Alien	5,579	5,719	140	2.5%
Unspecified	14,925	13,591	(1,334)	-8.9%
Total	155,879	149,628	(6,251)	-4.01%

\*Adjustments have been made to prior year data to correct non-resident alien counts to match students who have a non-resident visa record

March 19, 2014

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: HigherEdUtah2020 - 2014 Report

Background

The Office of the Commissioner for Higher Education (OCHE) has prepared the 2014 Report of the HigherEdUtah2020 Plan. The report captures progress made during the year 2013 towards the "state's big goal of having 66% of working age Utahns with a postsecondary credential by the year 2020. The USHE is focusing its efforts on the 25-35 age group. As the HigherEdUtah2020 Plan specifies, Utah must realize three strategic priorities to achieve Utah's big goal:

1. Increase the rate of student *participation* in higher education (postsecondary education programs),
2. Increase the rate of student *completion* in their chosen field of training or study,
3. Increase the level of *economic innovation*.

Each of the USHE institutions approached the *big goal* challenge as outlined in the report in creative and unique ways as required by their individualized missions but consistent with the three Regents' initiative categories. The USHE provided guidance to the institutions outlining Regents' expectations and coordinated collaborative institutional efforts across the higher education system.

To achieve the 66% goal, Utah must increase degrees and certificates awarded annually to a level 25% above the 2010-11 base year level. This requires continued focused effort in creating a highly-educated workforce.

Commissioner's Recommendation

The Commissioner recommends that the Board consider the report, and if satisfied approve it.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/CRW  
Attachment

# HigherEdUtah2020

2014 Report

# 66% BY 2020

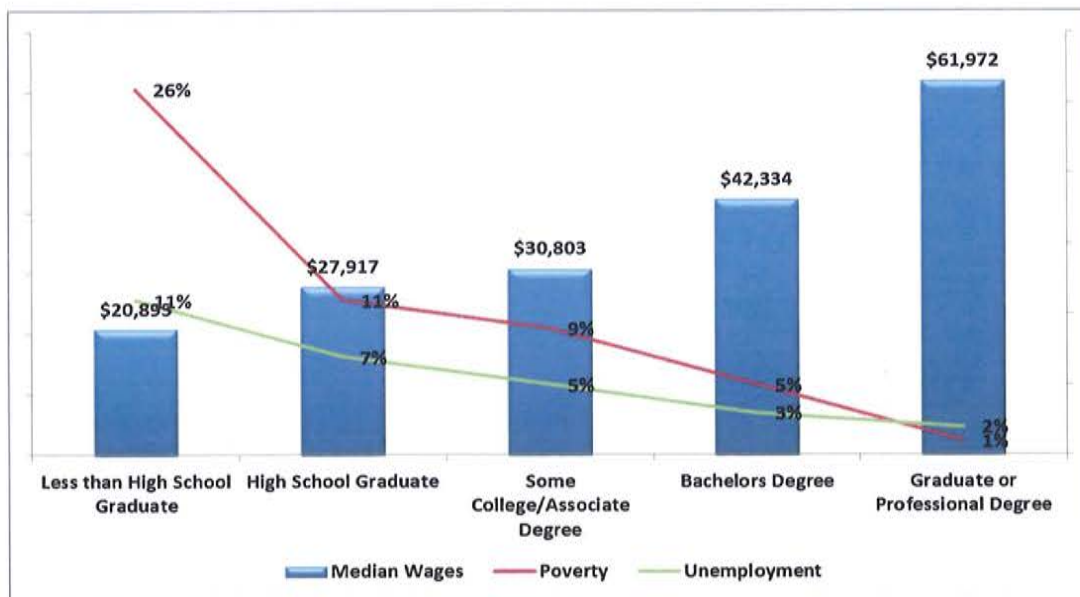
## Statewide Strategy to Reach the 66% by 2020 Goal: The President’s Initiative

Utah has set the goal of having 66% of its 25-35 age population with a post-secondary degree or certificate by 2020. To achieve this goal, Utah must increase the number of degrees and certificates awarded annually, to a level 25% above the 2010-11 base year level. (outlined in pg. 4-5 of this report). This requires a continuing focused effort in creating a highly-educated workforce.

A central component of the statewide strategy is to increase degree and certificate production in economic areas identified as high-demand and high-wage, including: science, engineering, and health professions. Attaining the annual increase needed in certificate and degree production will require a significant investment in core USHE budget areas such as employee compensation, mission based funding, and capital facilities. The academic programs that prepare individuals for the identified high-demand, high-wage occupations will need to increase both program participation and completion rates, and the 66% initiative is focused on increasing both rates.

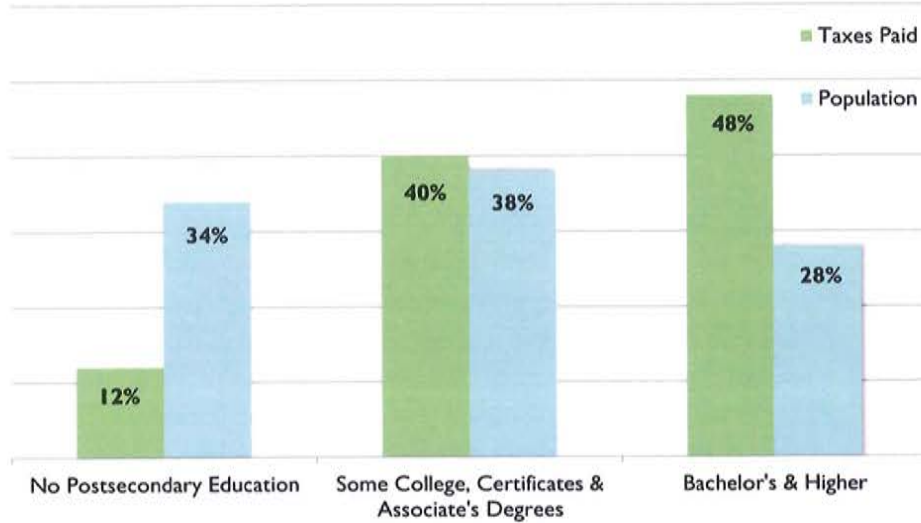
The December 2013 USHE Higher Ed Matters newsletter highlights some of the societal and economic benefits of working towards the 66% initiative:

Recent U.S. Census data indicate that in 2012, bachelor’s degree holders are 6% less likely to be living in poverty than high school graduates;



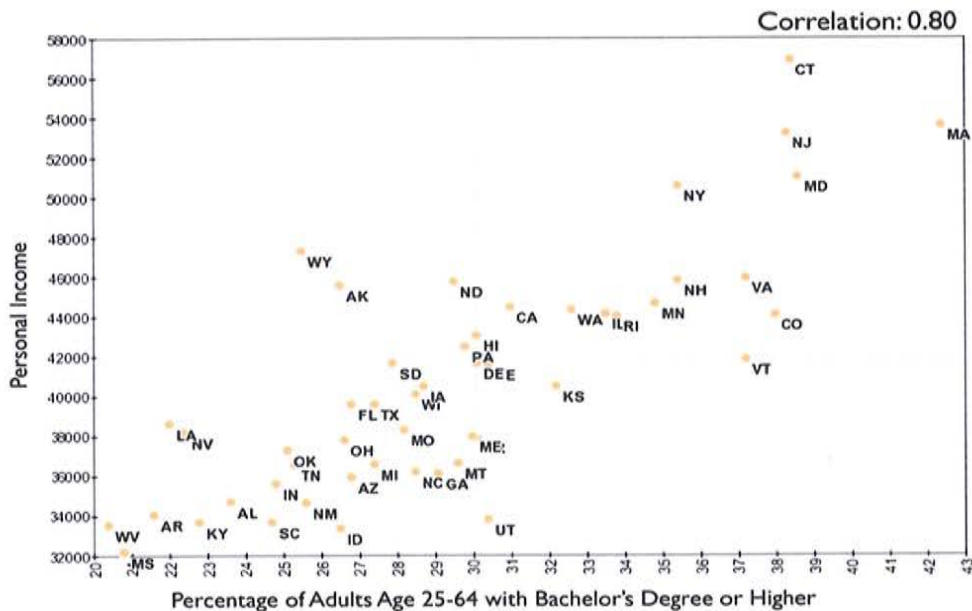
At the state level, individuals holding a bachelor’s degree or higher make up 28% of the Utah’s population, but pay 48% of the taxes and conversely individuals with no postsecondary education make up 34% of the population and pay only 12% of the taxes.

### Utah Population 25 & Over by Education & State Tax Contribution



Sources: American Communities Survey, 2013; Utah Department of Workforce Services

Additionally, there is a strong correlation between level of education and level of income. States with a higher proportion of their population with a bachelor's degree or higher have higher personal income levels.



Note: Data displayed is based on personal income per capita. If adjusted for personal income by household, Utah would rank slightly above the national median.

The collective effort required to achieve the 66% goal is substantial, but the societal and economic benefits as illustrated by these facts are significant and meaningful. A foundational commitment to higher education is part of Utah's heritage, and it can now be built upon for future generations with this new investment. Achieving the 66% goal while focusing on high-demand, high wage employment sectors, will meet industry needs, increase income opportunities for Utah's citizens, and continue Utah's leadership on a national and global scale.

### Institutional Strategies to Reach the 66% by 2020 Goal: Institutional Updates



### 3.5.14 Draft

Each year the eight institutions of the Utah System of Higher Education (USHE) provide an update on their progress towards the 66% by 2020 goal. This 2014 Report of the HigherEdUtah2020 plan is a follow-up to the Board of Regents' 2011 action plan, 2012 progress report of the specific Regents' initiatives that gave direction to the USHE institutions as to how to prioritize resources in order to make the greatest impact in attaining Utah's *big goal*, and the 2013 report. Each of the USHE institutions approached the *big goal* challenge in creative and unique ways as required by their individualized missions but consistent with the three Regents' initiative categories. The USHE provided guidance to the institutions outlining Regents' expectations and coordinated collaborative institutional efforts across the higher education system, several of which are mentioned below. The following updates are provided, in institutional order of the founding dates of the institutions, and highlight the institutions' accomplishments in meeting the strategic priorities of the Regents:

1. **Participation** – To achieve Utah's *big goal*, more students will need to enroll in a postsecondary institution. USHE is committed to increasing the participation of students for postsecondary education. One example of working to increase participation at the system level is the Regents' Scholarship that is designed to incent high school students to take a rigorous course of study during high school in order to be better prepared for college-level academics.
2. **Completion** – The higher education community needs to retain and graduate more of the students who enroll in college. USHE and its institutions recognize that too many Utah students leave college before completing a degree. Current USHE efforts are focusing on the *15 to Finish* initiative that encourages students to enroll for 15 credit hours per semester in order to graduate in two years for an Associate's degree and four years for a Bachelor's degree.

Additional completion efforts include:

- Setting plateau tuition to provide a financial incentive focused on 12-15 credit hours;
  - For new students without college math credit, encourage them to enroll in math during the first year and successful transitions from developmental to for-credit math;
  - Create accessible graduation maps for each major; and
  - Carefully explore feasibility of implementing reverse transfer/stackable credentials.
3. **Economic innovation** – Utah's comparative positive business and economic climate has ranked Utah third in the nation by Forbes magazine's Best State for Business list which includes an educated workforce as one of the main criteria for its ranking (By Tom Wharton, The Salt Lake Tribune, first published September 26, 2013).

Utah is the best state to start a business, according to the Enterprising States report released by the U.S. Chamber of Commerce. The fourth annual Enterprising States report measures state performance across five policy areas important for job growth and economic prosperity:

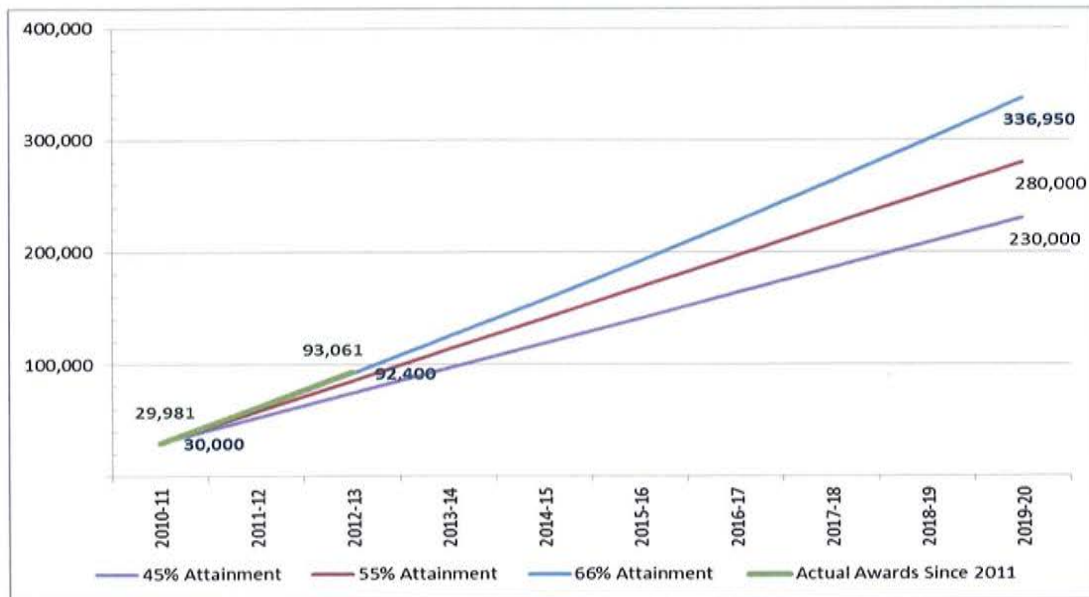
- Exports and international trade
  - Entrepreneurship and innovation
  - Business climate
  - Talent pipeline
  - Infrastructure
4. USHE institutions recognize the vital contribution they make to Utah's economy and long-term prosperity. Regents' economic development priorities continue to include developing a statewide longitudinal data system that would make student data, from early childhood into the workforce, available for research and analysis (Utah Data Alliance).

**3.5.14 Draft**

When Governor Herbert’s Education in Excellence Commission established the goal of 66% of Utahns with a post-secondary degree by the year 2020, the Utah System of Higher Education (USHE) projected it would need to award approximately 336,950 new degrees and certificates by 2020 to achieve its portion of the 66% goal for the projected 25-35 year old population in 2020.

**USHE 2020 Goal 25-35 Utah Population**

Academic Year	USHE 2020 Goal		USHE 2020 Goal		USHE Actual	
	Increase Over 2011	% Increase Since 2011	Annual Awards	Cumulative Awards Since 2011	Annual Awards	Cumulative Awards Since 2011
2010-11†		0%	30,000	30,000	29,981	29,981
2011-12	800	3%	30,800	60,800	31,339	61,320
2012-13	1,600	5%	31,600	92,400	31,741	93,061
2013-14	2,400	8%	32,400	124,800		
2014-15	3,200	11%	33,200	158,000		
2015-16	4,010	13%	34,010	192,010		
2016-17	4,900	16%	34,900	226,910		
2017-18	5,790	19%	35,790	262,700		
2018-19	6,680	22%	36,680	299,380		
2019-20	7,570	25%	37,570	336,950		



**USHE Progress towards 2020 Goal as of 2012-13 Academic Year**

- Degrees and certificates awarded by USHE schools slightly exceed the 2012-13 goal by an estimated 661 awards.
- Subsequent years will be more challenging to achieve the goal primarily due to decreased enrollment growth and more aggressive degree award goals – the chart demonstrates the trend lines if the 66% goal is reached with 336,950 degrees granted (blue line) if 55% is attained with 280,000 degrees granted (red line) and finally if 45% is attained with 230,000 degrees granted (purple line).

### 3.5.14 Draft

The U.S. Census Bureau's American Community Survey indicates that some progress is being made with an estimated 2% increase in Utah's adult population with a post-secondary degree or award. (Estimates for the number of Utahns holding a certificate is based on a 2010 survey conducted by the Cicero Group and actual numbers for 2011 and 2012 may be different).

U.S. Census Bureau, American Community Survey 1 –Year Estimates of Educational Attainment

Utah			
US Census Bureau - American Community Survey Estimates	2010	2011	2012
<b>Population 25 years and over</b>	<b>1,584,824</b>	<b>1,608,668</b>	<b>1,641,335</b>
Associate's degree	9.0%	9.2%	9.7%
Bachelor's degree	19.9%	20.1%	20.3%
Graduate or professional degree	9.4%	9.7%	10.4%
Cicero Group Estimate for Certificates	4.3%	4.3%	4.3%
<b>Total With Post-Secondary Credential</b>	<b>42.6%</b>	<b>43.3%</b>	<b>44.7%</b>



The University of Utah combines its exceptional faculty, cutting-edge curricula, and institutional support to recruit outstanding student scholars. As the flagship institution, the university must remain accessible and affordable while providing the exceptional educational programs that emanate from Utah's only tier-one, public research university.

## Participation

### Strategic Enrollment Management Plan

At the heart of the University of Utah's mission is our commitment to students. The University of Utah is enhancing a more strategic approach to enrollment that will increase retention, advance academic performance, increase diversity, and raise graduation rates through:

- Holistic admittance of students who are diverse, academically talented, and likely to succeed;
- tailored and individualized messaging to high school students to encourage participation by students less likely to enroll;
- enrollment deposits to solidify enrollment decision (*may be waived for special circumstances*);
- improved scholarship management.

## Completion

### Finish in Four

Finish in Four puts retention strategies into a structural framework for students. The framework includes access to mentorships, internships, community-based learning, and block (cohort-themed) scheduling.

### Enhance Access to Key Gateway Courses

The University has identified critical courses that enroll large numbers of students and serve as gateways to areas of study. Through the Top Ten Project, the University of Utah is strategically investing in enhancing the quality of these courses, as well as improving access using technology (i.e. hybrid and online course formats) and alternative delivery models, such as eight-week summer, and one-month intensive courses.

### Strategic Student Mentoring and Advising

The university has implemented the following student mentoring and advising programs:

1. The *BEACON Scholars Program* (Building Educational Achievement by Creating an Outreach Network).
2. The *Diversity Scholars Program* supports students of color during their first year on campus.
3. The *Mandatory Advising Program* (MAP) requires advising for first- and second-year students as well as students who have accumulated 60 credits and not selected a major.

### Student Success & Empowerment Initiative

SSEI serves as a resource-rich human information portal for empowering new students to understand/engage in educational experiences for academic goal attainment.

### Undergraduate Research Opportunities Program

The number of assistantships awarded to undergraduate researchers working with faculty sponsors has increased from 107 during the 2005-2006 academic year to more than 200 students presently.

### Graduate Degree Completion Improvement

The steady increase of applicants to graduate programs over the past five years has allowed the university to become more selective in its admissions and direct attention to increasing completion rates.

## Economic Innovation

### Research and Economic Development

For FY2013, the University was awarded over \$361 million research sponsored awards despite a challenging funding climate. Technology and Venture Commercialization is dedicated to commercializing new technologies and inventions from discoveries made and developed at the University. There were 17 startups and 88 patents for FY2013. The Lasonde Entrepreneur Institute provides educational programs with real-world experience for both undergraduate and graduate students and helps connect them to faculty researchers and entrepreneurial leaders in the community.



Utah State University (USU) is a public research university committed to providing access to higher education by fulfilling its land-grant mission. As Utah's land-grant institution, the Utah State University system of campuses and education centers spans the state of Utah. USU is aligned with the HigherEdUtah2020 priorities of participation, completion, and economic innovation.

## Participation

### Enrollment Growth

USU increases participation in higher education by offering course content through face-to-face, interactive video broadcast, and online delivery modes. In Fall 2013:

- A total of 27,812 headcount students were enrolled at USU, representing a 29.4% increase from 2000.
- During this same period, headcount enrollments at the USU regional campuses have grown by 71%.

### Mixed-Delivery Courses

USU assists faculty in the development of mixed-delivery courses, which can significantly increase student access to courses, faculty, and learning.

- In 2013, more than 1,700 traditional USU courses used some form of online delivery.
- In 2013, more than 1,000 USU instructors managed more than 45,000 assignments and 25,795 online discussion topics per semester.
- In Fall 2013, USU broadcast over 320 courses using video conferencing.

## Completion

### Improved Student Retention Process

USU contacts each student who leaves without submitting a leave of absence. Future enrollment is discussed and support is offered to assist in the transition back to USU. Online courses and effective student services are offered to re-engage these students.

USU administrators, faculty, and staff continue to develop programs that promote engagement and enhanced communication between faculty and students. In addition, efforts are made to identify potential roadblocks to student success.

### College Completion

USU has implemented several strategies to improve student completion, including:

- Placement of students directly into higher-level math courses through refresher courses;

- Prompting students to move through math courses more quickly via automatic enrollment in successive courses;
- Dedicated staff member to work with students (and their parents) who take a leave of absence.

Other strategies are being prepared for implementation in the near future:

- Encouraging students to take the math placement exam prior to attendance;
- 15-to-Finish campaign to encourage students to take 15 credits;
- Plateau tuition modified to a range of 12 to 18 credits;
- Graduation maps for each major;
- Awarding associate degrees as a completion option.

## Economic Innovation

USU is pursuing 40 active commercialization projects that leverage USU's research enterprise. In FY2013, USU filed 72 disclosures and 72 patent applications, was awarded 18 patents and signed 10 licenses.

USU USTAR researchers collectively number 60 (14 USTAR professors and 46 research affiliates). They have secured \$53 million in external research funding since USTAR began. USU's USTAR program is working to commercialize inductive power transfer for mass transit, spider silk, a clean coal technology, and advanced weather sensors.

USU and USU Eastern support and house Extension Small Business Development Centers (SBDCs) at campus locations throughout the state. SBDC's provide one-on-one counseling and training to clients on a wide variety of management and business topics. These mostly rural centers have cumulatively created an economic impact of \$6.3 million in capital infusion; \$2.5 million in sales increases; 90 new business starts; 255 jobs created and 48 jobs saved; and have assisted 1,048 largely rural clients in 2012 and 2013 to date.



Snow College is the state's premier rural, residential two-year college. It provides traditional college-age students with the opportunity for a higher education experience in a small and personalized residential campus setting. Snow is committed to the HigherEdUtah2020 priorities of participation, completion, and economic innovation.

## Participation

### Rural Superintendents' Initiative

Snow is working closely with a consortium of rural Utah public school superintendents to develop an expanded program of concurrent enrollment courses delivered by interactive video conferencing and taught by college instructors. A comprehensive slate of courses will help students begin and efficiently pursue their pathway through college. The Board of Regents and the Governor's Budget Office have given support to the initiative which is scheduled to be considered in the 2014 legislative session.

## Completion

### National Recognition for Student Completion

Three national organizations have published rankings of two year colleges in 2013 and have each listed Snow College in their top ten nationally. CNN Money ranked Snow as 6<sup>th</sup> in the nation for student success, based on transfer and graduation success. The Best Schools ranked Snow as 8<sup>th</sup> in the nation, again citing transfer and graduation success in their consideration. And finally Washington Monthly ranked Snow 9<sup>th</sup> in America based on nationally gathered data measuring student retention and completion. Snow is the only two year college listed in the top ten by all three organizations.

### Institutional Retention Initiatives

Snow continues to focus attention on areas that impact student progress through specific, ongoing initiatives in three priority areas.

1. **Success in Math.** In its second year, the comprehensive math success initiative helps students in developmental math courses achieve mastery at their own pace and accelerate their progress to college level math courses. The Math Department aspires to double the number of students who successfully master two developmental math courses in one semester's time compared to 2012-2013.

2. **Success for At-Risk Students.** Adding a second full time counselor/therapist in the Counseling & Wellness Center has helped address the needs of at-risk students and allowed us to expand services to the Richfield campus so we can better support students in their academic goals.
3. **Success for All Students.** Snow's recently funded inclusion initiative will address the disparity in student retention and academic achievement for students from underrepresented populations. A campus wide taskforce led by a newly hired inclusion/ diversity director will work together throughout 2013-2014 to develop and implement a program for improved academic success for all students.

## Economic Innovation

### Certificates & Degrees Designed For Economic Development

Through collaborative partnerships with region business and industry leaders, Snow has recently added certificate and degree offerings in nursing, industrial mechanics, agribusiness, entrepreneurship, and computer technology to help create a well-prepared workforce that will support economic development in Central Utah.

### Revitalized Advisory Committee

During the 2013 legislative session Snow worked with area legislators to successfully rework its career and technical education advisory committee and create the Snow College Economic Development and Workforce Preparation Advisory Committee comprised of county economic development directors and business and industry leaders. The revitalized committee is giving valuable direction and support to Snow's ongoing efforts to support economic development in the region the college serves.



As Utah's first comprehensive regional state university that also retains a community college mission, Weber State University (WSU) is a leader in serving as an educational, cultural, and economic center for its region. WSU is committed to the HigherEdUtah2020 priorities of participation, completion, and economic innovation.

## Participation

### Expand Presence in Davis County

The new 120,000-square-foot classroom building at WSU Davis provides more space for high-demand programs such as nursing and engineering. The interior design and construction management programs have moved exclusively to this campus.

### Expand "Dream Weber" Program

The "Dream Weber" program has significantly increased participation in higher education by providing free tuition to resident low-income students.

- Dream Weber continues to increase the number of students applying for federal financial aid. Applications for the 2013-14 year increased by 82% over 2012-13. The number of applicants eligible for the program continues to increase as well, with a 38% increase from the 2012-13 to the 2013-14 academic year.
- The maximum household income for Dream Weber eligibility will increase to \$40,000 in 2013-14.
- Dream Weber students are graduating: since 2010, 755 bachelor's degrees and 799 associate's degrees have been awarded to Dream Weber students.

### Expand Pre-College Outreach Efforts

In 2012-13, WSU outreach programs served more than **2,195 students** from 14 high schools and junior high schools in the Ogden, Weber and Davis districts. The new Community Education Center, located off campus, guides underserved community members through WSU's application process and prepares them for college.

## Completion

### Enhance the Technology Enhanced Remedial Math ("TERM") Program

TERM is a software-based learning platform that guides under-prepared students through remedial math modules. The TERM program faculty has introduced a "flipped classroom" model with great success. Students in the flipped classroom are completing and passing their developmental courses at a success rate of 80%.

### Expand Hybrid/Online Offerings

WSU continues to pioneer technology-intensive course delivery. Online (semester-based) courses generate roughly 17% of WSU enrollment (2,496 FTE in Fall 2012, 2,586 FTE in Fall 2013, a 3.6% increase over Fall 2012). Accelerated (7 week), hybrid course enrollments are continuing to increase each year.

### Enhance Engaged Learning Opportunities

Engaged learning is a hallmark of a Weber State education:

- 86% of seniors have participated in engaged learning experiences.
- 32% of Weber students provide service to the community, contributing 147,921 service hours, equivalent to \$2.7 million in service.
- The number of WSU students participating in community service has more than tripled since 2007-08.

## Economic Innovation

### Expand Economic Cluster Acceleration Efforts

WSU's electronics engineering program received ABET accreditation, which enables employers such as Hill Air Force Base to hire graduates from WSU.

### Expand Technology Commercialization

Two WSU initiatives expand local entrepreneurial activity:

- Weber State Downtown is a joint venture between Ogden City and WSU that serves as a campus community extension, holds classes for would-be entrepreneurs, and provides incubator space for local developing companies.
- WSU participates in Start-Up Weekend Ogden, an annual event for entrepreneurs to share ideas, and if selected, see their ideas developed to a realizable potential. It's a weekend of frenzied activity and great collaboration, supporting Ogden as a tech and startup community. The event is housed in Weber State Downtown.



Southern Utah University (SUU) provides a broad-based, engaged college experience for students of high academic achievement. SUU focused on multiple initiatives supporting the HigherEdUtah2020 priorities. SUU's efforts are shaped by its distinctive mission and coordinated under the guidance of the SUU Academic Roadmap.

## Participation

### Smart Growth Planning

Implementing 5-year strategic enrollment plan to increase participation levels at SUU:

- Increase headcount enrollment 30% by 2018
- Offer new online professional program master's degrees
- Reduce number of bottleneck courses, provide additional resources for high growth programs, and offer new high demand programs
- Align scholarships, budget resources, facilities, and technology in support of program growth

## Completion

### Student Retention & High Impact Practices

Sampling of initiatives underway:

- Implementing Freshman Interest Groups (FIGs): Science majors (nearly 1/3 of first-year students) placed in FIGs of 25 and enrolled in three classes together
- Providing to all students experiential education that connects to future career tracks through internships, undergraduate research, service learning, and intercultural immersion
- Continuing ThunderBard project in cooperation with Utah Shakespeare Festival through common play reading and experience each fall for all freshmen
- Offering new Passport Class (UNIV2010) stressing learning opportunities outside of classes supported by Passport Guide student mentors to assist new students with navigating campus resources
- Sending at-risk students e-mail detailing resources to improve their Math and English skills and tracking student use of those resources
- Making all institutional freshmen scholarship awards renewable for four years and tied to enrolling in 15 credits of course work each semester
- Implementing *Take 15 Credits* initiative

Additional Completion Initiatives:

- Refining Student Assessment Notification System (SANS) which identifies academically struggling students.
- Expanding use of DegreeWorks, a live semester-to-semester program map
- Implementing learning communities and cohort course structure beyond the College of Science and Engineering as well as establishing 11 Residential Learning Communities
- Expanding summer enrollment by (1) guaranteeing the availability of core courses, (2) improving marketing the advantages of summer semester, and (3) providing new high school graduates a summer launch program.

Complete College Utah Initiatives:

- *Student Success*: Restructuring the delivery of gateway courses
- *Completion research*: Restructuring the delivery of assessment tools and instruments to better align with student needs

## Economic Innovation

**SUU is leading a multiregional, multi-organizational coordination effort in K-16 STEM and rural initiatives to foster innovation**

SUU Business Resource Center

- Running Monthly Innovation/Entrepreneurship Forums focused on the technology business sector and providing cutting edge training/networking to spark innovation and job creation.
- Implementing SUU's Entrepreneurship/Small Business Management certificate program to support local residents and businesses
- Sponsoring Innovation and Entrepreneurship Incubator initiative focused on developing technology creativity and innovation rather than on incubating specific businesses



Dixie State University (DSU) continues its transition as Utah's comprehensive regional university serving southern Utah.

## Participation

### Outreach "ROADS" Program

Registration & Orientation at Dixie State (ROADS) promotes participation, completion, and success in higher education. ROADS continues to expand its program and now visits more than 23 high schools in Utah and neighboring states, while also running over a dozen on-campus orientation sessions.

## Completion

### Expanded Degree Offerings

Washington County lags behind the state average in the percentage of adults with bachelor's degrees (22% vs. 27%). To close the gap DSU continues to expand its degree offerings. In the 2013/14 academic year DSU is offering 25 baccalaureate degrees, 14 minors, 17 associate degrees, and 12 certificates. Increased degree offerings continue to drive extraordinary growth in upper-division enrollment, validating DSU's new role as a comprehensive regional university serving the high-growth populations of Washington County and southern Utah.

### Cohort-based Strategies

DSU is expanding its use of cohorts to increase completion rates. It offers a cohort-based, fast-track BS in communication, a cohort program for "at-risk" students with significant math deficiencies, and freshmen cohorts for students of the same discipline.

### Innovation Labs

Beginning in spring 2014, DSU will begin an Emporium-based math remediation program consisting of 23 math modules in a computer-lab environment. The innovation lab includes student assessment tools to ensure readiness for GE math courses. The traditional math sequence (Math 0920, Math 0990, Math 1010) will be replaced by two "transitional" math courses (Math 0900- *Mathematics Transition I* and Math 1000- *Mathematics Transition II*).

Starting Fall 2013, DSU is piloting an accelerated path to the gateway English course. Students with an ACT score from 16 to 18, who previously were required to take remedial English, now have the opportunity to enroll

directly into English 1010, but are required to attend an additional lab designed to help them complete the course in-step with non-remedial students.

### Student Success Center

The DSU Student Success Center (SSC) was established Fall 2013 and can be accessed at: [www.dixie.edu/studentssuccess](http://www.dixie.edu/studentssuccess). The SSC has seven programs dedicated to student retention. These include:

- DegreeWorks (degree tracking software)
- Finish in 4 (15 credit initiative)
- First Year Advising (serving 500+ "at-risk" students)
- First Year Experience (FYE)
- Partnership for Academic Recovery (PAR)
- Staff Mentors
- Starfish Early Alert System

In addition to programmatic retention efforts, DSU has identified 20 on-campus resources targeted to support student success (e.g., Writing Center, Tutoring Center, etc.).

## Economic Innovation

### Working with Business

DSU drives innovation and creates new business opportunities through USTAR Tech Outreach, SEED Dixie (Stimulating Expansion of Entrepreneurial Development), and public/private alliances with the local business community.

- The ITRE (Information Technology and Renewable Energy) Incubator and Outlier Labs (a private/public partnership), located within Dixie's Business Resource Center (BRC), offer mentoring and collaborative work space for startups.
- DSU created and operates an "accounting incubator" in which students provide accounting analysis and advisement to local businesses.



As a comprehensive regional university, Utah Valley University (UVU) offers a wide array of bachelor's degrees, a targeted number of master's degrees, and a broad set of associate's degrees and certificates. UVU excels in providing engaged learning opportunities and innovations in preserving a community college function within a quality state university. Committed to helping Utah achieve the 66% goal, UVU strives to increase participation, completion, and economic innovation.

## Participation

### Structured Enrollment

This recent initiative is designed to retain open admissions while implementing enrollment standards to promote student success.

### Scheduling Options

UVU utilizes a variety of schedules, locations, and delivery methods that best meet students' needs. Recent efforts include: (a) 18 new live-interactive courses at UVU's extended sites, (b) increased use of technology with over 38% of students in fall 2013 enrolled in at least one technology-enhanced course, (c) strategic focus on summer offerings to include more upper-division courses, (d) more high-demand courses offered on the block schedule.

### Short-term/Workforce Preparation Options

Beginning in fall 2013, an AAS degree and four certificates have been added. Fourteen more certificates are in the curriculum approval pipeline.

### K-16 Alliance

UVU hosts an annual K-16 counselor conference to improve student transitions to higher education.

## Completion

### Identify and Support At-Risk Students

Campus-wide retention committees are charged to remove barriers, streamline processes, create meaningful resources for students, and strengthen student communication. Programs include *Early Alert* and *Stoplight* to identify at-risk students; retention mentors to assist students; and leave of absence program to facilitate re-entry.

### Comprehensive First-Year Experience

This program creates a foundation for students' success and completion through the freshman reading program, freshman convocation, student success classes, learning communities, UVCommit, etc.

### Complete College Utah

The focus is on *pathways* (program templates and student graduation plans), *connections* (e.g., learning communities, orientation, etc.), and *time-to-completion* (15-to-Finish, math preparation, etc.).

## Economic Innovation

### Business Advisory Council

The Council provides a consistent venue for the local business community to interface and engage with the University in defining and refining economic development strategies.

### Business Resources

Provides a robust screening process and associated suite of services and programs to aid qualified entrepreneurs and small businesses in the region, grow revenues and gain access to additional capital.

### Rapid Development Center

Entrepreneurs and small businesses in the region can use the Center as a means to rapidly prototype both software and product innovations enabling them to validate market acceptance at a manageable cost.

### Technology Commercialization

This program surfaces and facilitates the commercialization of student, faculty, and staff innovations at the University.

As Utah's only comprehensive community college, Salt Lake Community College (SLCC) plays an increasingly important role. The institution provides open-access admissions, a comprehensive set of academic programs (associate degrees, certificates, career and technical education, transfer education and workforce development), community-based education programming, and student support services.

## Participation

### Public Education: K-12 Alignment

SLCC continues to provide Wasatch Front high school principals feeder reports about the college-readiness of recent graduates and their subsequent progress at SLCC. Focused recruitment efforts resulted in a 3% increase in combined enrollments and a 13% increase in ethnic students enrolling from our 25 feeder high schools in Fall 2012.

### Partnerships for Accessing College Education (PACE)

PACE provides two years of free tuition to SLCC for underrepresented, first-generation students to complete the high school PACE program in high school. During the 2012-13 academic year, SLCC expanded the PACE partnership in the Salt Lake City School District to include West, East and Highland High Schools. The number of students involved in the program has grown from 21 students in 2011 to 176 students in 2013.

To accommodate students who must put their education on hold for military service, church missions or other obligations, SLCC has instituted a new admissions procedure that allows application for admission to be valid for three years.

## Completion

For the 2012-13 academic year SLCC was again a top-ten producer of two-year degrees in the nation, conferring 4049 associate degrees and certificates.

### Gen Ed Step Ahead (GESA) Program

Cohorts of students take block-scheduled courses to complete the General Education Letter of Completion in two semesters. The program has expanded to include cohorts at Highland and Westpointe centers, with evening and weekend blocks offered at Jordan campus and Library Square. Fall to spring persistence

rates for students participating in GESA are consistently higher than the college-wide rate.

### Tech-Enhanced and Distance Education

For Fall 2013 there are 7650 students in distance courses (including SLCC concurrent enrollment courses), an increase of 13% over Fall 2012.

### Developmental Education Reform

SLCC College Preparatory Math Emporium implemented modifications this summer including: individualized homework, required attendance, and project-based learning. Fall 2013 data shows 76% of the students are on or ahead of schedule to complete the Developmental Math sequence and transition into college-level courses in three semesters.

### Near Completers and Reverse Transfer Initiatives

SLCC is reaching out to former students who left the College with 55 or more credits. Students who are "near completers" are provided graduation advisement services.

SLCC has entered into a partnership with USU for reverse transfer credentialing. SLCC is working with approximately 100 USU students who, through reverse transfer of USU credits, are working toward completion of SLCC degree requirements.

## Economic Innovation

### Goldman Sachs 10,000 Small Business Program

As the lead educational partner for this program, SLCC will receive \$5 million over 6 years to train 500 business owners throughout Utah. The first group of 34 business scholars, who graduated May 2013, report their businesses have generated 74 net new jobs and over \$142 million in combined revenue for the state.

## Acknowledgements

Special thanks to the presidents and their teams in producing the institutional updates. Only the president and the team leads are listed here, but we recognize the efforts of many others in support.

### **University of Utah**

David W. Pershing, President  
Cathy Anderson, Associate Vice President, Budget & Planning

### **Utah State University**

Stan L. Albrecht, President  
Andi McCabe, Assistant Provost

### **Snow College**

Scott L. Wyatt, President  
Gary Carlston, Interim President effective January 2014  
R. Craig Mathie, Vice President for Student Success

### **Weber State University**

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Gail Niklason, Director, Institutional Effectiveness

### **Southern Utah University**

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Bill Byrnes, Associate Provost & Director of Strategic Planning

### **Dixie State College**

Stephen D. Nadauld, President  
William J. Christensen, EVP & Chief Academic Officer

### **Utah Valley University**

Matthew S. Holland, President  
Linda Makin, Vice President for Planning, Budget and Human Resources

### **Salt Lake Community College**

Cynthia A. Bioteau, President  
Denece Huftalin, Interim President effective January 2014  
Barbara Grover, Assistant Provost for Institutional Effectiveness

### **Document Prepared By:**

Utah System of Higher Education  
David L. Buhler, Commissioner  
60 South 400 West  
Salt Lake City, UT 84101-1284

March 19, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2013

Issue

Pursuant to *Utah Code 51-7-13(3)(a)(c)*, *Utah Code 51-8-303(6)*, and Board of Regents policy R541, the State Board of Regents shall receive from each institution monthly, and annually, reports detailing the deposit and investment of funds in its custody or control, and submit annually to the Governor and the Legislature a summary report of all investments by institution under its jurisdiction. This report is compiled and summarized from the investment reports submitted by the institutions and meets the requirements of the statutes.

On a monthly and annual basis each institution prepares investment reports that are reviewed and approved by the Treasurer of the Institution attesting to the compliance to the Uniform Prudent Management of Institutional Funds Act (UPMIFA), the State Money Management Act, and submitted for approval to each of the Institution's Board of Trustees (the responsibility for approving these reports has been delegated by the Board of Regents).

The annual report is also reviewed by the internal auditor(s) of each institution to verify compliance with state statutes, Regents policy, institutional policy, federal regulation, strength of controls, and to certify the completeness and accuracy of the reports. Institutional reports (monthly and annual) are on file in the Commissioner's Office. The attached tables and graphs are a summary of what was approved by each institution and demonstrate the relative size of institutional investments and the asset allocations in place at each school. This report is presented to the Board of Regents as an information item prior to being submitted to the Governor and Legislature.

Background

In order to provide the required audited reports to the Governor and the Legislature, this report is prepared after the state auditors complete their annual audit with the institutions. The investment figures used in this report tie to the audited "Statement of Net Assets" found in the financial statements for each institution. While that impacts the timeliness of this annual report, monthly reports are reviewed by institutional Trustees and the Office of the Commissioner each month.

The reports show the total USHE investments by class, based on the specific governing regulations. These classes are: (1) Endowments - governed by UPMIFA and regents policy R541. (2) Foundations - governed by a Foundation Board of Trustees/Directors operating under the requirements of non-profit 501(c)(3)s. (3) Other Funds - all funds not endowment or foundation operating under the guidelines and requirements of Utah Code 51-7, and Utah Money Management Act. These funds are required to be invested in a qualified depository.

The attached tables and graphs show the funds invested by category, class, and institution. Pages 1-2 display Endowment Funds, pages 3-4 Foundation Funds, pages 5-6 Other Funds, and page 7 displays trends in the total value of all fund's invested by each Institution over the previous three year period.

### Additional Information

In response to Regents' questions, the Commissioner's staff has worked with USHE controllers in providing additional information regarding the oversight and review of the investment process, including asset allocation, compliance with laws and regulations, return on assets, and risk management. The following has been provided by the institutions describing their processes and procedures for evaluating the performance of their respective investments, as well as the various benchmarks that are used in the evaluation process, including notes describing the use of outside industry professionals to assist in the management of institutional investments.

### Oversight and Review

The responsibility for oversight, management and reporting of assets invested, including the management of the portfolio, selection of investment products, and investiture/divestiture decisions have been delegated by the Board of Regents to an institution's Board of Trustees. To assist in this work, the institutions have given operational responsibility for this oversight to investment committees. These committees vary by institution, but may include trustees, institutional officers, designated treasurers, institution employees, members of the business community, and investment professionals. The various committees evaluate their respective investments relative to returns, risk mitigation, institutional needs, reasonableness, effectiveness, overall position, prudence, and management cost, while maintaining compliance with statutes, policies, authorities, and regulations. Reports of the positions, instruments, and balances are produced on a monthly and a quarterly basis by the designated treasurer, approved by committees, and presented to the institutional President and Board of Trustees for review and approval.

### Performance Measurement

Institutional use of outside professionals varies amongst institutions. In some cases, they are utilized to directly manage pieces of investment portfolios, and may include Commonfund, Wells Fargo, LCG Associates, Albourne America, and Strata Financial Services. In other cases, individuals who are recognized as investment professionals may sit on the investment committees.

Industry standard benchmarks are used by the various institutions to measure the return on their investments, allocation of assets, and risk level. These include S&P 500, Russell 3000, Morgan Stanley (MSCI) for equity funds, UBS index, Barclays Capital Index, London Interbank Offered Rate (LIBOR), and peer group comparisons. Several institutions participate in a national survey by NACUBO – Commonfund Study of Endowments (which includes all major colleges and universities in the U.S.). The results of this

annual study are a key indicator of how their investment practices and results compare to other major universities. The NACUBO study also provides insights into current investment trends and ways to improve overall results. Dixie State University has chosen to place the bulk of their investments with the University of Utah, thus getting the benefit of all the investment strategies the University of Utah has access to, as well as professionals on staff.

### Foundations

The Foundations are governed in a similar manner, having a board and committee that oversee and direct the investments of each foundation. The foundations are subject to federal regulations. In the case of Dixie State University and Utah Valley University, their foundations are completely separate entities from the institutions. Dixie State University does not maintain any institutional investments within their foundation. Snow College does not have a foundation.

Utah State University's foundation is considered to be a part of the university or "dependent foundation", which is dedicated to maximizing support from private donations. As such, foundation funds are invested as part of the university endowment according to current university guidelines, oversight protocols, performance evaluation standards, and according to the same investment policies as all other university funds.

### Commissioner's Recommendation

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

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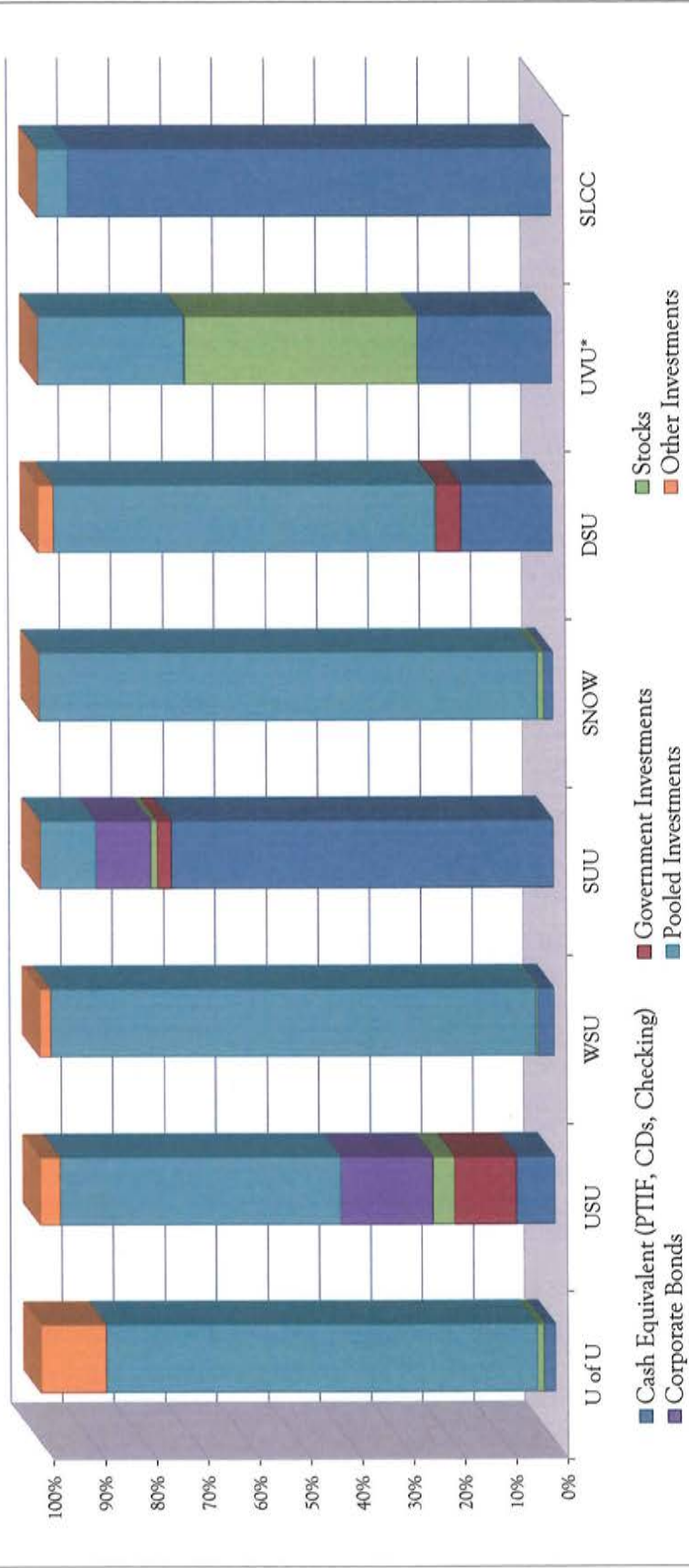
David L. Buhler  
Commissioner of Higher Education

DLB/GLS/BLS/MWM  
Attachment

## ENDOWMENT FUNDS BY CATEGORY AS A PERCENT OF TOTAL

GRAPH 1: This graph indicates the June 30, 2013 investment allocation of endowment funds for each USHE institution.

INVESTMENT CATEGORY	CLASS	E N D O W M E N T I N V E S T M E N T S									
		U of U	USU	WSU	SUW	SNOW	DSU	UVU*	SLCC		
Cash Equivalent (PTIF, CDs, Checking)	A	2.25%	7.50%	3.20%	74.45%	1.91%	17.84%	26.19%	93.88%		
Government Investments	B	0.00%	12.10%	0.00%	2.71%	0.00%	4.87%	0.00%	0.00%		
Stocks	C	1.28%	4.22%	0.35%	1.24%	1.15%	0.20%	45.33%	0.00%		
Corporate Bonds	D	0.00%	17.99%	0.00%	10.70%	0.00%	0.00%	0.12%	0.00%		
Pooled Investments	E	83.89%	54.43%	94.44%	10.73%	96.95%	74.12%	28.37%	6.12%		
Other Investments	F	12.59%	3.76%	2.01%	0.17%	0.00%	2.97%	0.00%	0.00%		



\* UVU manages endowment within foundation.



## SCHEDULE OF ENDOWMENT FUNDS

TABLE 1: This table indicates the June 30, 2013 total endowment funds invested for each USHE institution, by investment sub-category. Endowment funds are invested according to policy guidelines of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and Regents Policy R541.

INVESTMENT SUB-CATEGORY	CLASS	S U M M A R Y O F E N D O W M E N T I N V E S T M E N T S										
		U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC			
Savings/Checking/Money Mkt Accounts	A	\$ 5,829,940	\$ 3,765,437	\$ 979,798	\$ 475,045	\$ 116,169	\$ 1,065,681	\$ 3,523,655	\$ -			
Certificates of Deposit	A	\$ -	\$ 7,601,211	\$ -	\$ 179,426	\$ -	\$ 298,564	\$ 566,889	\$ -			
Utah PTIF Accounts	A	\$ 8,614,952	\$ 4,022,087	\$ 2,111,075	\$ 9,017,920	\$ -	\$ 523,575	\$ -	\$ 6,070,243			
Obligations of US Government	B	\$ -	\$ 21,846,884	\$ -	\$ 352,484	\$ -	\$ 515,262	\$ -	\$ -			
Obligations of State/Local Government	B	\$ -	\$ 2,983,388	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -			
Stocks	C	\$ 8,216,174	\$ 8,661,470	\$ 337,200	\$ 160,852	\$ 69,950	\$ 21,088	\$ 7,081,276	\$ -			
Corporate Bonds	D	\$ -	\$ 36,932,355	\$ -	\$ 1,389,512	\$ -	\$ -	\$ 18,971	\$ -			
Mutual Funds	E	\$ 536,733,086	\$ 94,212,626	\$ -	\$ 1,394,046	\$ 5,910,446	\$ 7,843,563	\$ 4,431,087	\$ 395,847			
Commonfund Accounts	E	\$ 2,353,510	\$ 17,515,945	\$ 91,295,693	\$ -	\$ -	\$ -	\$ -	\$ -			
Alternative Investments	F	\$ 80,879,191	\$ 7,723,743	\$ -	\$ 22,624	\$ -	\$ 314,543	\$ -	\$ -			
Other Investments	F	\$ -	\$ -	\$ 1,942,404	\$ -	\$ -	\$ -	\$ -	\$ -			
<b>Total</b>		<b>\$ 642,626,853</b>	<b>\$ 205,265,146</b>	<b>\$ 96,666,170</b>	<b>\$ 12,991,909</b>	<b>\$ 6,096,565</b>	<b>\$ 10,582,276</b>	<b>\$ 15,621,878</b>	<b>\$ 6,466,090</b>			
<b>USHE Total</b>		<b>996,316,887</b>										
<b>Percent To Total</b>		<b>64.50%</b>	<b>20.60%</b>	<b>9.70%</b>	<b>1.30%</b>	<b>0.61%</b>	<b>1.06%</b>	<b>1.57%</b>	<b>0.65%</b>			

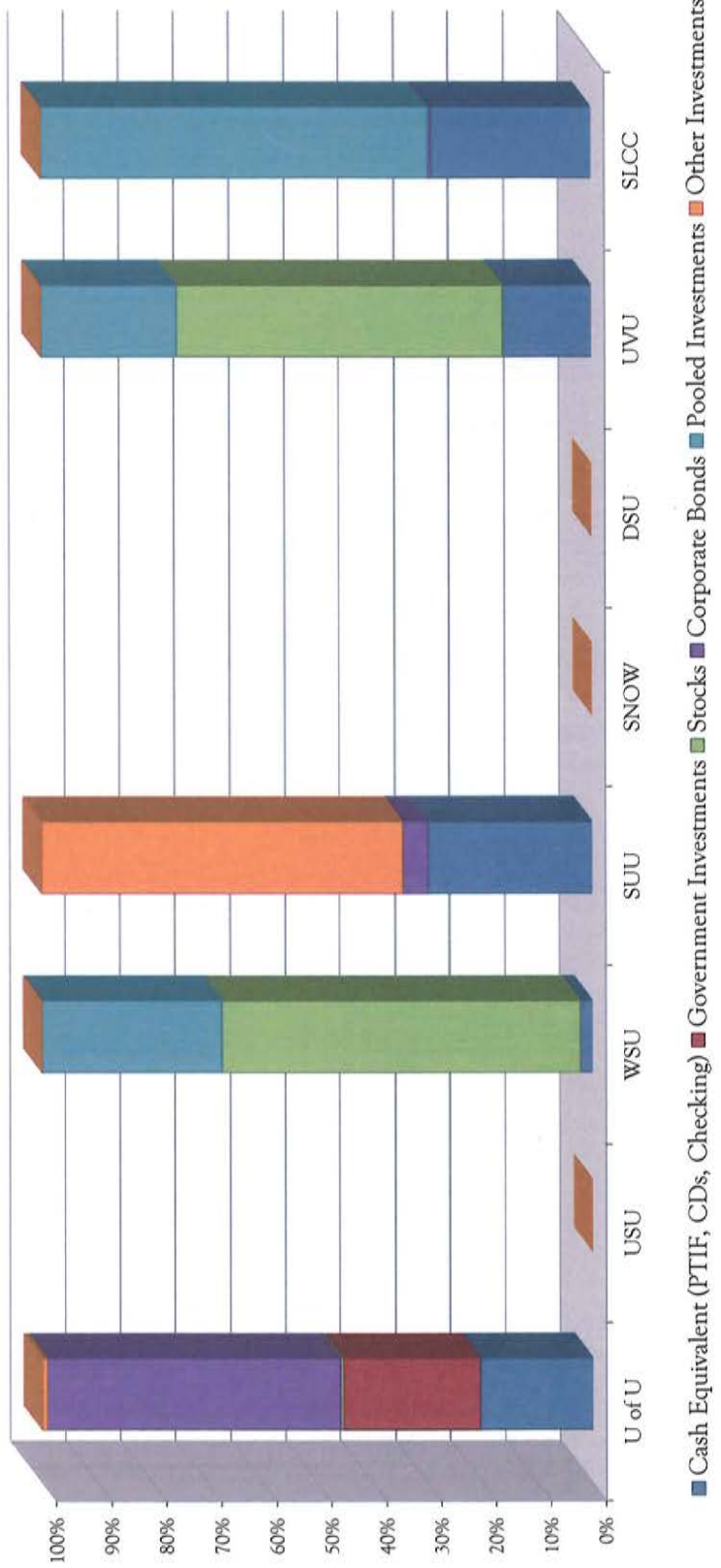
For informational purposes, we have shown the endowment investments by institution, at the sub-category level. These categories roll up into six classifications. See legend for detail.

TABLE LEGEND		
Category	Definition	Category
A	Cash or Cash Equivalent	D
B	Government Investments	E
C	Stocks	F
		Corporate Bonds
		Pooled Investments
		Other Investments

## FOUNDATION FUNDS BY CATEGORY AS A PERCENT OF TOTAL

GRAPH 2: This graph indicates the June 30, 2013 investment allocation of foundation funds for each USHE institution.

INVESTMENT CATEGORY	CLASS	FOUNDATION INSTITUTIONS											
		U of U	USU	WSU	SUW	SNOW	DSU	UVU	SLCC	U of U	USU	WSU	
Cash Equivalent (PTIF, CDs, Checking)	A	20.49%	0.00%	2.29%	29.88%	0.00%	0.00%	16.15%	29.22%	0.00%	0.00%	0.00%	0.00%
Government Investments	B	24.89%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Stocks	C	0.45%	0.00%	65.03%	0.00%	0.00%	0.00%	59.23%	0.00%	0.00%	0.00%	0.00%	
Corporate Bonds	D	53.38%	0.00%	0.00%	4.55%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.52%	
Pooled Investments	E	0.00%	0.00%	32.68%	0.00%	0.00%	0.00%	24.62%	70.26%	0.00%	0.00%	0.00%	
Other Investments	F	0.79%	0.00%	0.00%	65.57%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	



**SCHEDULE OF FOUNDATION FUNDS**

TABLE 2: This table indicates the June 30, 2013 total foundation funds invested for each USHE institution. Foundation investments are approved by the Foundation's Board of Trustees. They operate under requirements of nonprofit 501 (c)(3) foundations.

INVESTMENT SUB-CATEGORY	CLASS	S U M M A R Y O F F O U N D A T I O N I N V E S T M E N T S							
		U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Savings/Checking/Money Mkr Accounts	A	\$ 9,504,662	\$ -	\$ 205,128	\$ 1,367	\$ -	\$ -	\$ 1,537,804	\$ 2,274,193
Certificates of Deposit	A	\$ 12,145,706	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 96,922
Commercial Paper	A	\$ 19,105,576	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Utah PTIF Accounts	A	\$ -	\$ -	\$ 56,142	\$ 115,743	\$ -	\$ -	\$ 1,144,867	\$ -
Obligations of US Government	B	\$ 46,680,939	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Obligations of State/Local Government	B	\$ 2,843,382	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Stocks	C	\$ 897,168	\$ -	\$ 7,437,488	\$ -	\$ -	\$ -	\$ 9,838,520	\$ -
Corporate Bonds	D	\$ 106,189,070	\$ -	\$ -	\$ 17,834	\$ -	\$ -	\$ -	\$ 41,994
Mutual Funds	E	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Commonfund Accounts	E	\$ -	\$ -	\$ 3,737,693	\$ -	\$ -	\$ -	\$ 4,089,196	\$ 5,700,664
Alternative Investments	F	\$ 1,578,333	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Investments	F	\$ -	\$ -	\$ -	\$ 257,000	\$ -	\$ -	\$ -	\$ -
<b>Total</b>		<b>\$ 198,944,836</b>	<b>\$ -</b>	<b>\$ 11,436,451</b>	<b>\$ 391,944</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 16,610,387</b>	<b>\$ 8,113,773</b>
<b>USHE Total</b>		<b>\$ 235,497,391</b>							
<b>Percent To Total</b>		<b>84.48%</b>	<b>0.00%</b>	<b>4.86%</b>	<b>0.17%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>7.05%</b>	<b>3.45%</b>

For informational purposes, we have shown the foundation investments by institution, at the sub-category level. These sub-categories roll up into six categories (see legend for detail). Please note that DSU's foundation is not part of the institution. USU reports their foundation as part of their financial statements. UVU's foundation is separate from the institution, though is reported here as a courtesy. Snow College does not have a foundation.

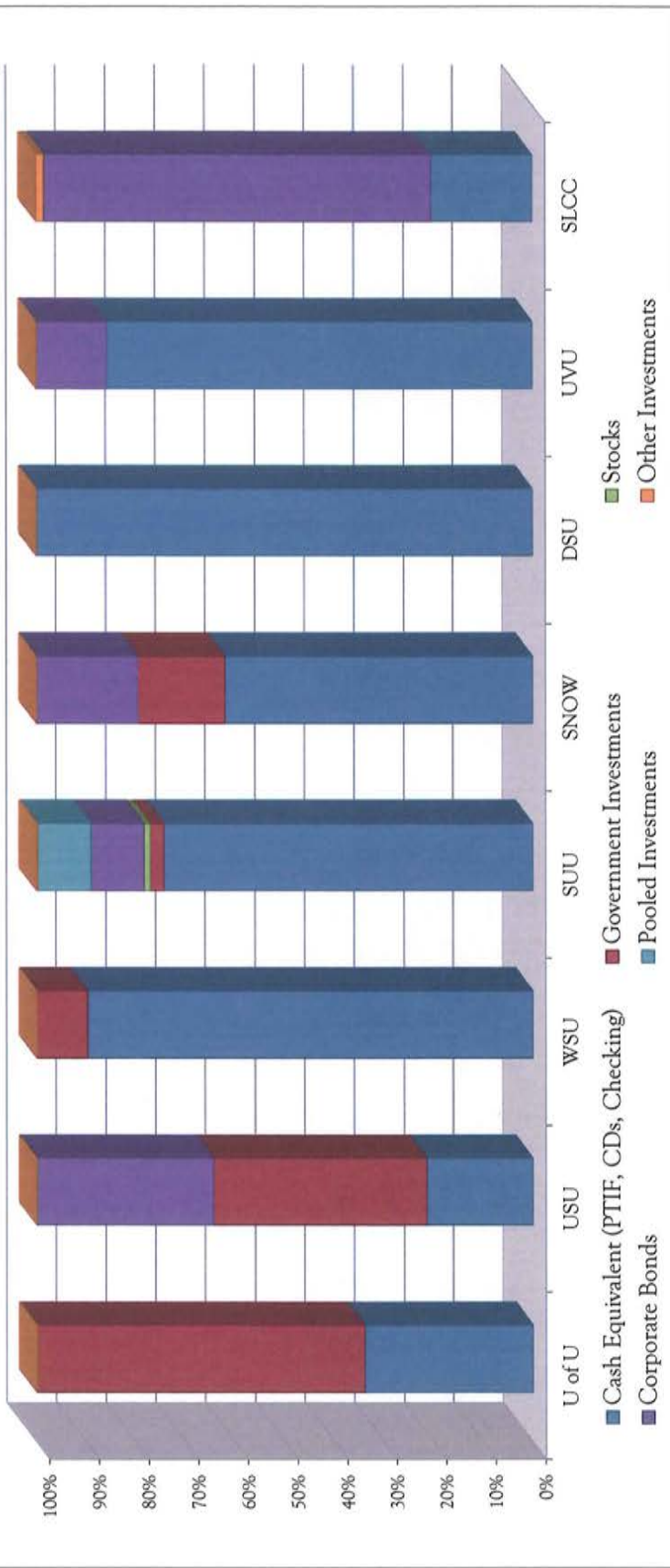
**TABLE LEGEND**

Category	Definition	Category	Definition
A	Cash or Cash Equivalent	D	Corporate Bonds
B	Government Investments	E	Pooled Investments
C	Stocks	F	Other Investments

## OTHER FUNDS BY CATEGORY AS A PERCENT OF TOTAL

GRAPH 3: This graph indicates the June 30, 2013 investments allocation of other funds for each USHE institution.

INVESTMENT CATEGORY	CLASS	O T H E R I N V E S T M E N T S									
		U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC		
Cash Equivalent (PTIF, CDs, Checking)	A	34.09%	21.51%	89.80%	74.42%	62.08%	100.00%	85.76%	20.53%		
Government Investments	B	65.83%	42.97%	10.21%	2.72%	17.54%	0.00%	0.00%	0.00%		
Stocks	C	0.08%	0.00%	0.00%	1.24%	0.00%	0.00%	0.00%	0.00%		
Corporate Bonds	D	0.00%	35.52%	0.00%	10.69%	20.38%	0.00%	14.24%	77.95%		
Pooled Investments	E	0.00%	0.00%	0.00%	10.75%	0.00%	0.00%	0.00%	0.00%		
Other Investments	F	0.00%	0.00%	0.00%	0.18%	0.00%	0.00%	0.00%	1.52%		



## SCHEDULE OF OTHER FUNDS

TABLE 3: This table indicates the June 30, 2013 total other funds invested for each USHE institution. The guidelines and requirements for these investments follow Utah Code 51-7- Utah Money Management Act. These funds are required to be invested in a qualified depository.

INVESTMENT SUB-CATEGORY	CLASS	S U M M A R Y O F O T H E R I N V E S T M E N T S									
		U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC		
Savings/Checking/Money Mkt/Accounts	A	\$ 176,973,771	\$ 14,116,455	\$ 5,751,970	\$ 2,174,509	\$ 1,106,107	\$ 940,367	\$ 8,817,285	\$ 534,367		
Repurchase Agreements	A	\$ 47,000,000	\$ 4,771,470	\$ -	\$ -	\$ 105,260	\$ -	\$ -	\$ -		
Certificates of Deposit	A	\$ 19,251,031	\$ 15,006,324	\$ 20,843,020	\$ 821,835	\$ -	\$ -	\$ -	\$ -		
Utah PTIF Accounts	A	\$ 233,685,342	\$ 12,841,656	\$ 76,730,209	\$ 41,189,549	\$ 10,211,190	\$ 20,661,742	\$ 104,202,381	\$ 19,465,099		
Obligations of US Government	B	\$ 917,213,405	\$ 80,580,150	\$ 11,742,496	\$ 1,614,504	\$ -	\$ -	\$ -	\$ -		
Obligations of State/Local Government	B	\$ 3,741,565	\$ 12,813,283	\$ -	\$ -	\$ 3,226,846	\$ -	\$ -	\$ -		
Stocks	C	\$ 1,064,755	\$ -	\$ -	\$ 736,759	\$ -	\$ -	\$ -	\$ -		
Corporate Bonds	D	\$ -	\$ 77,202,523	\$ -	\$ 6,346,628	\$ 3,750,598	\$ -	\$ 18,766,230	\$ 75,927,954		
Mutual Funds	E	\$ -	\$ -	\$ -	\$ 6,385,226	\$ -	\$ -	\$ -	\$ -		
Alternative Investments	F	\$ -	\$ -	\$ -	\$ 103,626	\$ -	\$ -	\$ -	\$ 1,481,308		
Other Investments	F	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 270		
<b>Total</b>		<b>\$ 1,398,929,869</b>	<b>\$ 217,331,861</b>	<b>\$ 115,067,695</b>	<b>\$ 59,372,636</b>	<b>\$ 18,400,001</b>	<b>\$ 21,602,109</b>	<b>\$ 131,785,896</b>	<b>\$ 97,408,998</b>		
<b>USHE Total</b>		<b>\$ 2,059,899,065</b>									
<b>Percent To Total</b>		<b>67.91%</b>	<b>10.55%</b>	<b>5.59%</b>	<b>2.88%</b>	<b>0.89%</b>	<b>1.05%</b>	<b>6.40%</b>	<b>4.73%</b>		

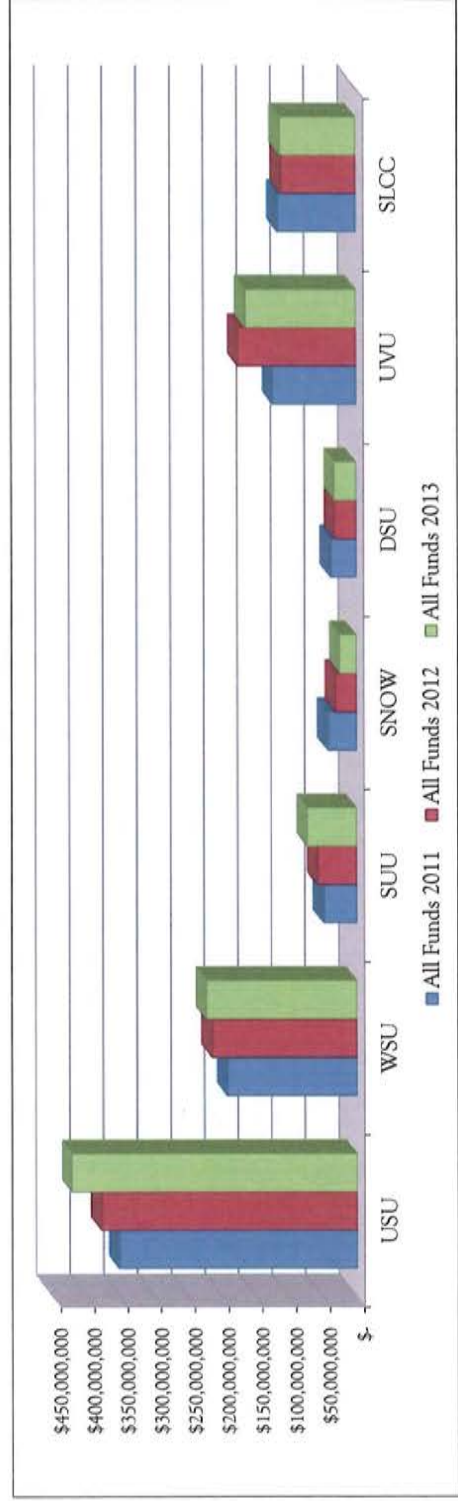
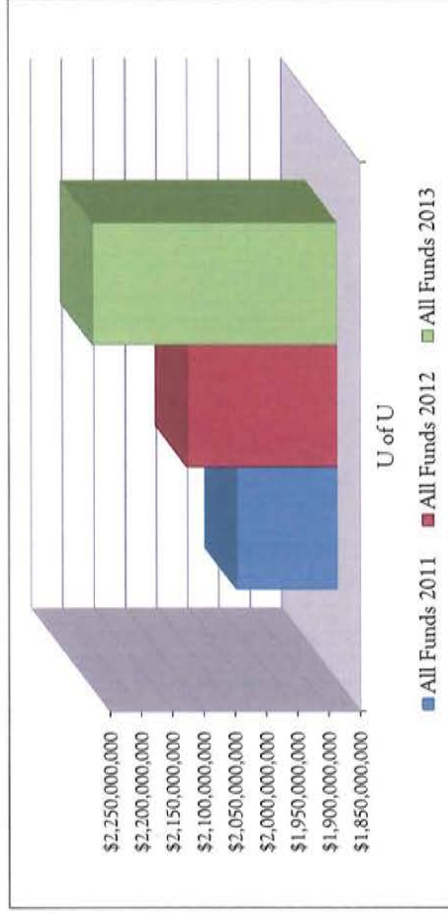
For informational purposes, we have shown the Other investments by institution, at the sub-category level. These sub-categories roll up into six categories (see legend for detail).

TABLE LEGEND		
Category	Definition	Category
A	Cash or Cash Equivalent	D
B	Government Investments	E
C	Stocks	F
		Corporate Bonds
		Pooled Investments
		Other Investments

## SCHEDULE OF ALL FUNDS INVESTED 3 YEAR COMPARISON

TABLE 4 and GRAPH 4: Shows a comparison of all funds invested by institution over the previous three years. This comparison shows the trends that the institutions are seeing in the value of their respective investments. The University of Utah is displayed separately from the other institutions, due to the size of investment totals, so that other institution can visually scale properly.

ALL FUNDS INVESTED BY FISCAL YEAR										
FISCAL YEAR	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC		
All Funds 2011	\$ 2,010,652,147	\$ 351,992,785	\$ 191,879,049	\$ 48,218,157	\$ 42,157,128	\$ 37,590,771	\$ 122,485,879	\$ 115,189,352		
All Funds 2012	\$ 2,089,624,250	\$ 378,734,912	\$ 214,618,438	\$ 57,234,472	\$ 30,964,305	\$ 31,856,354	\$ 174,521,242	\$ 110,308,908		
All Funds 2013	\$ 2,240,501,558	\$ 422,597,007	\$ 223,170,316	\$ 72,756,489	\$ 24,496,566	\$ 32,184,385	\$ 164,018,101	\$ 111,988,861		



March 19, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Series 2014A General Revenue Refunding Bonds

Issue

On March 11, 2014 the University of Utah (UU) sold revenue bonds with a par amount of \$32,785,000 to refinance the following revenue bonds:

- Hospital Revenue Bonds, Series 2006A - \$29,035,000
- Research Facilities Bonds, Series 2004A - \$3,860,000
- Research Facilities Bonds, Series 2005A - \$3,565,000

Background

On March 29, 2013 the Board authorized the University of Utah to restructure its debt portfolio from three separate bond systems into one consolidated "General Revenue Bond" structure. The Approving Resolution further authorized the UU to issue debt not to exceed \$550,000,000 for the purpose of financing new projects approved by the State Legislature and to refund a portion of the University's existing bonded debt.

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

- |  |               |
|--|---------------|
| • Revenue Bonds for New Projects           | \$127,925,000 |
| • Commercial Paper to Refund Existing Debt | 100,000,000   |

The \$32,785,000 par amount of the March 11, 2014 Series 2014A bond sale brings the total amount issued to date under the March 29, 2013 Approving Resolution to \$260,710,000. The issue was within the approved parameters and has a true-interest-cost of 2.59%. Additional information about this issue is found on the attached Financing Summary.

Representatives from the UU and its financing team will be in attendance at the Regents' meeting to summarize this successful bond sale and respond to questions.

Commissioner's Recommendation

This is an information item; no action is required.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment





**FINANCING SUMMARY**  
For

**State Board of Regents of the State of Utah**  
**UNIVERSITY OF UTAH**  
**General Revenue Refunding Bonds**  
**Series 2014A-1 and Series 2014A-2**  
**(“Series 2014A Bonds”)**

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Purpose:	To take advantage of low current interest rate environment to refund, on a tax-exempt basis, \$36,460,000* of currently outstanding bonds of the University of Utah, for savings purposes.
Par Amount:	<b>\$32,785,000</b> (final amount)
Security:	The Series 2014A Bonds will be payable from and secured by a General Revenue pledge which consists of substantially all of the income and revenues of the University authorized to be pledged, with the exception of (i) legislative appropriations, (ii) tuition and certain fees, and (iii) certain other revenues and income.
Ratings:	<b>‘Aa1’</b> and <b>‘AA’</b> ratings were reaffirmed by Moody’s Investors Service and Standard and Poor’s Corporation, respectively.
Method of Sale:	Negotiated public offering
Refunding Savings:	<b>\$6,644,000</b> of aggregate savings over the life of the refunded bonds or <b>\$4,016,162</b> on a net-present-value basis. These net-present-value savings translate into <b>11.02%</b> of refunded bond principal (3.00% NPV savings or better is municipal bond industry standard)
All-in True Interest Cost:	<b>2.59%</b> (2.62% was targeted rate at time of pricing call)
Underwriters:	The University selected Barclays Capital Inc. and George K. Baum & Company to serve as underwriters on the transaction.

**Financing Summary**  
**University of Utah Series 2014A Bonds**  
**Page 2 of 2**

Sale Date: Tuesday, March 11, 2014

Closing Date: Tuesday, April 1, 2014

Principal Payment Dates: August 1, 2015 through August 1, 2027

Interest Payment Dates: August 1 and February 1, beginning August 1, 2014

Interest Basis: 30/360

Optional Redemption: August 1, 2024 at 100%

Not-to-Exceed Parameters:

Coupon:	<b>6.00%</b> (Actual coupons were from 4.00% to 5.00% with one at 6.00%)
U/W Discount:	<b>\$5.00/\$1000</b> (Actual was \$3.60)
Final Maturity:	<b>40-years</b> (Actual was 13.33 years)

University Contacts:

Mr. Gordon Crabtree, Chief Financial Officer  
University of Utah Hospitals and Clinics (801-581-7164)

Mr. Arnold Combe, Vice President for Administrative Services (801-581-6404)

Bond Counsel: Mr. Blake Wade, Ballard Spahr LLP (801-531-3000)

Financial Advisor: Mr. Kelly Murdock, RBC Capital Markets (801-656-2928)

---

**\*Refunded Bonds:**

- Hospital Revenue Bonds, Series 2006A:  
\$29,035,000 (8/1/17, 22-26, and 2027 sinking fund payment)
- Research Facilities Bonds, Series 2004A:  
\$3,860,000 (4/1/15 – 4/1/19)
- Research Facilities Bonds, Series 2005A:  
\$3,565,000 (4/1/15 – 4/1/25)

Total: \$36,460,000

March 19, 2019

MEMORANDUM

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

Issue

The University of Utah has requested the opportunity to inform the Regents about the initiative that is underway to update the entire Health Sciences Center (HSC) portion of the campus master plan.

Background

As noted in the attached letter from the University, recent studies have confirmed the need to demolish and replace the aging School of Medicine Building that was built in 1965. Recognizing that replacement of this building will have a long-term impact on the Health Sciences sector of the campus, the University has initiated a planning process to establish an updated Health Sciences master plan with a new Medical Education and Discovery (MED) building as the core facility.

To this end, the University is collaborating with consulting and architectural firms to identify and evaluate potential sites; identify and propose mitigations for the challenges to be faced; and identify how to take advantage of collaboration and interaction among all Health Sciences community members. The attached letter from the University provides additional information about the progress to date. Representatives from the University will be present to provide additional information to the Board and respond to questions.

Commissioner's Recommendation

This is an information item; no action is required.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment



Office of the Vice President  
for Administrative Services

February 27, 2014

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

RE: University of Utah  
Health Sciences Center - Campus Master Plan

Dear Mr. <sup>David</sup>Buhler:

Several recent studies have confirmed that the School of Medicine building (SOM), located in the crowded center of the University of Utah Health Sciences campus, has reached the end of its useful life and must be demolished and replaced. Due to the significant and far-reaching impact this will have on the Health Sciences Center (HSC) campus, the University has seen it as an opportunity to examine and update the entire HSC campus master plan.

As noted in the consultant's report, "the HSC demands a 'heart' of campus that would be a clear center, a vibrant, lively, social and active core area. The placement and organization of the Medical Education and Discovery building (the MED), which will replace the SOM, offers an opportunity to address these elements, through its location, organization and other master plan enhancements."

The University hired MHTN Architects, working in collaboration with LBL (medical school subject experts from San Francisco), who engaged University Steering and Working Committees to build a planning foundation whose goals were to:

- Identify and evaluate potential sites for the MED and offer recommendation for the preferred site;
- Identify issues that exist on the campus as a result of its organic growth over time and propose mitigations or solutions within the master planning framework;

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  
February 27, 2014  
Page Two

- Identify and plan for key services, such as clinical units, presently in the building that require relocation in advance of demolition;
- Analyze and take advantage of the opportunities for the campus provided by the MED, especially in light of its role as a campus heart that fosters collaboration and interaction among all community members.

Michael G. Perez, Associate Vice President for Facilities Management, would appreciate a few minutes to inform the Finance and Facilities committee of the recent updates to the HSC campus master plan at the March 28<sup>th</sup> meeting.

Thanks, as always, for your consideration and support.

Sincerely,



Arnold B. Combe  
Vice President

cc: David W. Pershing, President  
Dr. Gregory L. Stauffer  
Ralph Hardy  
Michael G. Perez, University of Utah

March 19, 2014

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: USHE - Capital Facilities Update for 2014-15

The 2014 legislative session was a successful one in that it addressed several of the USHE's most pressing capital facilities needs, as the legislature appropriated \$95,900,000 for USHE capital development projects. The legislature also provided \$100,243,600 in statewide Capital Improvement Funding and authorized five USHE non-state funded projects totaling \$132,038,000. These project approvals are broken down into the following categories:

1. **Capital Development Project Funding** – Following is a list of the USHE’s capital projects that were funded from appropriated funds (The legislature chose to not issue any General Obligation bonds for capital development this session):

● <b>WSU</b> - New Science Building	\$57,400,000	Construction
● <b>USU - Eastern</b> – Central Instructional Building	19,000,000	Construction
● <b>USU - Brigham City</b> Academic Building	7,500,000	Construction
● <b>UU</b> - Huntsman Cancer Institute	8,000,000	Construction
● <b>DSU</b> - East Elementary Property Purchase	1,000,000	Purchase
● <b>Snow</b> - Sevier School District Lease Buyout	3,000,000	Purchase
<b>Total</b>	<b>\$95,900,000</b>	

The U of U Huntsman Cancer Institute (HCI) and Snow College Sevier School District Lease Buyout funding requests were presented directly to the Building Board and did not go through the Regents' CDP process. The HCI amount is partial funding for construction of a Primary Children & Families Cancer Center that is Phase IV of the Huntsman cancer research and treatment complex. The Ground Lease for this project was approved by the Regents in December of 2013. The Huntsman Cancer Foundation will provide \$80,000,000 plus of additional capital development funding for the HCI project.

The funding provided Snow College will buy out the long-term prepaid lease that the Sevier School District has on the education wing of the Sevier Valley Center on the Richfield campus. Under the terms of the lease, this classroom space has been used by Richfield High School for the past several years. The district has broken ground for a new high school and will no longer need the Snow College space.

During the legislative evaluation and prioritization process, there was discussion regarding the advisability of “phase funding” projects, with planning and design money provided one year and construction funding consideration determined in subsequent years. The legislature adopted language in SB172 that prohibits “phased funding” of buildings or facilities without an affirmative vote of two-thirds of all the members of the House of Representatives and the Senate going forward. As a result, the only phasing action taken was the adoption of legislative intent language to enable the University of Utah to use its own donated funds for planning and design of the Crocker Science Center.

Please refer to **Attachment A** for a listing of all capital development projects funded by the Legislature during the 2014 Session.

2. **Capital Improvement Funding (CI)** – The total amount appropriated statewide for the coming fiscal year is \$100,243,600; an increase of \$12,504,500 over the current year. This figure represents 1.1% of the replacement cost of existing state buildings, a statutorily-mandated base-line that has not been achieved for several years, and compares favorably to the 1.02% that was funded for the current year.

Three noteworthy decisions made in the (CI) arena by the Legislature this year:

- a. \$5,038,200 was added to the existing CI base budget of \$41,739,000 to establish a new *on-going* base budget of \$46,777,300. This is a step towards the need expressed in the IGG Subcommittee of establishing the entire CI funding pool as an on-going appropriation. One-time funds also were increased by \$7,466,300.
- b. Statutory language for calculation of the CI funding pool was amended to add “*infrastructure*” to the replacement cost base. Heretofore, the “replacement cost of existing state facilities” base did not statutorily include non-building infrastructure. This statutory change is a positive step in dealing with the future utility infrastructure needs identified in the recent *USHE Utilities Infrastructure Study*, presentation of which, during the legislative session, contributed to an awareness of the need and the resultant change in statute.

Preliminary estimates indicate that this statutory change will result in a significant increase to the formulary base with substantial gains in the annual CI funding pool for future years. As such, the change inclusion has important and positive ramifications for the USHE in meeting future utilities infrastructure funding needs.

- c. The legislature adopted intent language to use CI allocations and revenue bonding to complete the funding package needed to complete the University of Utah Utility Infrastructure project. The intent language has two components:
  - i. Education & General Portion – Legislative intent language was adopted for completion of the remaining portion of the project that qualifies for state appropriated CI funding (\$27.1 million) phased in over multiple years.
  - ii. Auxiliary Enterprises Portion – Intent language was adopted to have this portion funded with utility surcharges assessed to the auxiliaries. To enable that to

happen, the Legislature authorized issuance of a revenue bond to be defeased using the aforementioned utility surcharges. While up to \$32 million of bonding was authorized, and up to \$1.5 million per year of CI allocations for 10 years was approved to help defease the bonds, the final details of this transaction are yet to be determined.

3. **Non-state Funded Projects** - Authorization was provided to plan, build, and where applicable, bond for the following non-state funded projects previously approved by the Regents:

Institution	Project	Amount	Building Authorization	Bonding Authorization	O&M Funding	
					Requested	Approved
UU	Lassonde Living Learning Center	\$45,238,000	Yes	Yes	n/a	n/a
UU	Alumni House Expansion & Renovation	10,000,000	Yes	n/a	n/a	n/a
UU	Utility Distribution Infrastructure (Auxiliary)	32,000,000	Yes	Yes	n/a	n/a
USU	Tooele Campus Science & Technology Bldg. *	9,800,000	Yes	n/a	\$291,330	**
SUU	Center for the Arts ***	35,000,000	Yes	n/a	n/a	n/a
<b>TOTAL - OTHER FUNDS PROJECTS</b>		<b>\$132,038,000</b>			<b>\$291,330</b>	<b>\$0</b>
<p>* The scope of this project that was approved last year was increased from \$8.0 million to \$9.8 million ( sq. ft. from 26,000 to 33,000).</p> <p>** The Legislature authorized the use state funds for O&amp;M</p> <p>*** The scope of this project that was approved last year was increased from \$30 million to \$35 million (sq. ft. from 80,490 to 110,000).</p>						

The only project in this group that was eligible under Regents' policy to request state-appropriated O&M support is the USU Tooele Campus Science & Technology Building. Rather than authorize a future request for this funding, the Legislature authorized USU to use existing state funding for that purpose.

Commissioner's Recommendation

This is an information item; no action is required.

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David L. Buhler  
Commissioner of Higher Education

DLB/GLS/WRH  
Attachment



**ATTACHMENT A**

**STATE FUNDED CAPITAL DEVELOPMENT PROJECTS  
FISCAL YEAR 2015**

**Capital Projects**

SWATC Allied Health and Technology Building	\$19,300,000	Construction
WSU New Science Building	57,400,000	Construction
UU Huntsman Cancer Institute	8,000,000	Construction
USU Eastern – Central Instructional Building	19,000,000	Construction
USU Brigham City – Academic Building	7,500,000	Construction
DHS Developmental Center Housing	6,500,000	Construction
UDC Gunnison Inmate Housing	36,000,000	Construction
Weber Valley Multiuse Youth Center	2,300,000	Construction
UNG Armories (Camp Williams)	3,900,000	Construction
USDB Salt Lake Facility	<u>1,500,000</u>	Construction
TOTAL Capital Projects	\$161,400,000	

**Property Acquisition**

DSU East Elementary Property Purchase	\$1,000,000	
Snow College – Sevier School District Lease Buyout	<u>3,000,000</u>	
TOTAL Property Acquisition	\$4,000,000	

March 19, 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 January 24, 2014, University of Utah, Salt Lake City, Utah. (Attached)

B. Grant Proposals

1. University of Utah – National Science Foundation; “NSF CISE –Cloudlab”; \$11,728,202. Robert Preston Riekenberg Ricci, Principal Investigator.
2. University of Utah – Army Research Office; “Minteer Muri Multistep Catalys”; \$6,250,000. Shelley D. Minteer, Principal Investigator.
3. University of Utah – DHHS National Institutes of Health; “Phenotype-Driven Drug Discover”; \$2,235,000. Jennifer M. Heemstra, Principal Investigator.
4. University of Utah – NIH National Institutes of General Medical Science; “Terpene Condensation Reactions”; \$2,179,699. Charles Dale Poulter, Principal Investigator.
5. University of Utah – University of Chicago; “Epic Subaward”; \$1,150,000. Scott L. Anderson, Principal Investigator.
6. University of Utah – US Department of Energy; “Calcef”; \$2,153,559. Philip J. Smith, Principal Investigator.
7. University of Utah – NIH National Cancer Institute; “Prostate Cancer Susceptibility”; \$3,713,117. Lisa Anne Albright, Principal Investigator.
8. University of Utah – NIH National Heart Lung & Blood Institute; “3D Cine MRI of Carotid Plaque”; \$3,000,813. Dennis L. Parker, Principal Investigator.

9. University of Utah – National Science Foundation; "Understanding Evolution"; \$3,000,000. Louise A. Stark, Principal Investigator.
10. University of Utah – NIH Office of the Director; "Endogenous Myocardial Recovery"; \$2,235,000. Stavros George Drakos, Principal Investigator.
11. University of Utah – Army Medical Research Acquisition Activity; "DM140220 Phage Therapy"; \$1,999,924. Jayant Agarwal, Principal Investigator.
12. University of Utah – NIH Office of the Director; "Imprinting and Motivation"; \$1,862,500. Christopher T. Gregg, Principal Investigator.
13. University of Utah – DHHS National Institutes of Health; "Obesity and Maternal Smoking"; \$1,862,500. Lorise C. Gahring, Principal Investigator.
14. University of Utah – National Science Foundation; "Overcoming Contextual Search"; \$1,646,013. Gang Luo, Principal Investigator.
15. University of Utah – DHHS National Institutes of Health; "Cardiac Shape Modeling"; \$1,341,000. Joshua E. Cates, Principal Investigator.
16. University of Utah – DHHS National Institutes of Health; "BD2K Center"; \$13,224,030. Christopher R. Johnson, Principal Investigator.
17. University of Utah – US Department of Energy; "DEO EFRC"; \$19,985,108. Milind Deo, Principal Investigator.
18. University of Utah – US Department of Energy; "LIU EFRC" \$11,713,393. Feng Liu, Principal Investigator.
19. University of Utah – US Department of Energy; "Heterofoam"; \$1,132,000. Anil Vasudeo Virkar, Principal Investigator.
20. University of Utah – DOE Office; "Thorium Energy Center"; \$4,974,826. Manoranjan Misra, Principal Investigator.
21. University of Utah – Patient Centered Outcomes Research Institute; "Rural Fetal Monitoring"; \$1,887,056. Barbara Lynn Wilson, Principal Investigator.

22. University of Utah – HRSA Bureau of Health Professions; “NWD”; \$1,043,945. Sara E. Hart, Principal Investigator.
23. University of Utah – NIH John E Fogarty International Center; “Conservation and Sustainable U”; \$4,454,275. Louis R. Barrows, Principal Investigator.
24. University of Utah – NIH National Cancer Institute; “BCR-ABL Peptide Inhibitor”; \$1,862,500. Carol Lim, Principal Investigator.
25. University of Utah – National Science Foundation; “Stemap (Stem Ambassador Prog)”; \$2,825,833. Nalini M. Nadkarni, Principal Investigator.
26. University of Utah – DHHS National Institutes of Health; “Advancing Small-Molecule Immun”; \$1,242,000. John C. Conboy, Principal Investigator.
27. University of Utah – Nora Eccles Treadwell Foundation; “CVRTI Core”; \$2,205,000. Kenneth W. Spitzer, Principal Investigator.
28. University of Utah – US Department of Defense; “Metabolism and Metastasis”; \$1,043,000. Donald E. Ayer, Principal Investigator.
29. University of Utah – NIH National Institute for Diabetes Digestive and Kidney Disorders; “Guthery Children U01 Nov 2013”; \$3,908,587. Stephen L. Guthery, Principal Investigator.
30. University of Utah – Western Institute for Biomedical Research; “Big Data- V-Cubed”; \$3,015,048. Tom H. Greene, Principal Investigator.
31. University of Utah – Cincinnati Children’s Hospital Medical Center; “AEIOU”; \$2,631,680. Rajendu Srivastava, Principal Investigator.
32. University of Utah – DHHS National Institutes of Health; “Arsenic in Liver CA Cell Metab”; \$2,359,640. Li Wang, Principal Investigator.
33. University of Utah – University of California San Diego; “3OST PPG”; \$2,056,759. H. Joseph Yost, Principal Investigator.
34. University of Utah – NIH Office of the Director; “Functional Connectomics”; \$1,862,500. Adam Douglas, Principal Investigator.

35. University of Utah – NIH National Institute on Deafness & Other Communications Disorders; “Planar Polarity Mechanisms”; \$1,138,540. Michael Robert Deans, Principal Investigator.
36. University of Utah – Boston University; “Boston EFRC”; \$5,591,986. Martin Berzins, Principal Investigator.
37. University of Utah – NIH National Cancer Institute; “Porter/Scaife Hepatic Cancer”; \$4,000,000. Marc D. Porter, Principal Investigator.
38. University of Utah – DHHS National Institutes of Health; “Williams Syndrome”; \$2,842,648. Julie R. Korenberg, Principal Investigator.
39. Utah State University – US National Science Foundation; “Problem-Driven Engineering Design”; \$2,159,628. Kurt Becker, Principal Investigator.
40. Utah State University – Ministry of Higher Education, Science & Tech – Dominican Republic; “Master Services Agreement Between the Gov. of the Dominican Republic and USU: 2013-14 Academic Year”; \$2,903,000. Janis Boettinger, Principal Investigator; Shelly Hernandez, Co-Principal Investigator.
41. Utah State University – University of California at Berkeley; “Far Ultraviolet (FUV) Imager”; \$2,060,887.37. Jed Hancock, Principal Investigator.
42. Utah State University – UT Office of Education; “Utah Professional Development Assistance for Special Education UPDASE”; \$12,691,061. Scott Ross, Principal Investigator; Ben Lignugaris-Kraft, Co-Principal Investigator.
43. Utah State University – UT Office of Education; “Utah Professional Development and Technical Assistant Program”; \$ 11,151,178.16. John Copenhagen, Principal Investigator.
44. Utah State University – US Department of Ag-National Institute of Food & Ag (NIFA); “NRI: Co-Farmers: Small, Intelligent Unmanned Aerial Systems for Precision Agriculture”; \$1,040,286. Mac McKee, Principal Investigator; Lee Niel Allen, Todd Moon, Co-Principal Investigators.
45. Utah State University – Montana State University; “Biological Electron Transfer and Catalysis EFRC”; \$1,001,262. Lance Seefeldt, Principal Investigator.
46. Utah State University – US National Science Foundation; “Leveraging FDSS Hire with Aeronomy Facilities to Advance Atmosphere-Ionosphere Interface Physics and”; \$1,009,517. Jan Sojka, Principal Investigator.

47. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); "A chemoenzymatic approach to creating new antibiotics"; \$1,375,971. Jixun Zhan Principal Investigator; Tom Chang, Co-Principal Investigator.
48. Utah State University – US National Science Foundation; "Collaborative Research: Progressions of Skill Development in Biology Doctorates"; \$1,151,431. David F. Feldon, Principal Investigator.
49. Utah State University – US National Science Foundation; "Utah State University Eastern-Improving Undergraduate STEM Education to Transform Lives for Good"; \$2,352,347. Peter Iyere, Principal Investigator; Virgil Caldwell, Russell Goodrich, Jan Thornton, Co-Principal Investigators.
50. Utah State University – US Department of Health and Human Services –National Institutes of Health (NIH); "Attentional Processing of Temporal Information" ; "\$1,721,244. Catalin Buhusi, Principal Investigator, Mona Buhusi, Co-Principal Investigator.
51. Utah State University – Lockheed Martin Integrated Systems and Solutions; "Emitter Collection Exploitation Collaboration Block Release 10-B"; \$1,716,757. Mitchael Cooksey, Program Manager.
52. Utah State University – US Department of Health and Human Services –National Institutes of Health (NIH); "Impact of the ovarian microenvironment on health disparities in women"; \$1,712,665. Jeff Mason, Principal Investigator.
53. Utah State University – US Department of Education; "Multidisciplinary Leadership Preparation to enhance language and literacy outcomes for learners with disabilities"; \$1,242,739. Timothy Slocum, Principal Investigator; Lillian Duran, Ron Gillam, Co-Principal Investigators.
54. Utah State University – US Department of Education; "Evidence-Based Practice in Multi-tiered Systems of Support"; \$1,238,748.

C. Awards

1. University of Utah – UT State Office of Rehabilitation; "ASPIRE"; \$2,534,901. Sara T. McCormick, Principal Investigator.
2. University of Utah – NIH National Institute of General Medical Science; "Structural Biology Center for HIV/HOST Interactions in T"; \$4,319,846. Wesley I. Sundquist, Principal Investigator.
3. University of Utah – NIH National Center for Advancing Translation Sciences; "CCTS UL1"; \$2,345,574. Donald McClain, Principal Investigator.

4. University of Utah – Utah State University; "EPSCOR RII Track1: IUtah"; \$1,088,780. James R. Ehleringer, Principal Investigator.
5. University of Utah – DOE Advanced Research Projects Agency-Energy; "Eddy Current Separation"; \$1,257,615. Raj K. Rajamani, Principal Investigator.
6. University of Utah – Biomarin Pharmaceutical Inc; "165-302"; \$1,256,373. Nicola Longo, Principal Investigator.
7. Utah State University – UT Department of Workforce Services; "Utah Supplemental Nutrition Assistance Program Education (SNAP-Ed) FY 2014"; \$1,107,451. Heidi Leblanc, Principal Investigator; Debra Christofferson, Co-Principal Investigator.
8. Utah State University – Naval Research Lab; "Naval Research Laboratory (NRL) Intelligence, Surveillance, and Reconnaissance Systems (ISRS) Task Order 0001 - Virtualized Imagery Processing Capability (VIPC) Full Spectrum Geospatial Intelligence (FSGI) Processing"; \$2,190,407. Shane Jenkins, Lance Fife, Scott Anderson, Program Managers.
9. Utah State University – US Department of Health and Human Services – Institute of Allergy and Infectious Diseases; "Animal Models of Infectious Diseases (IDIQ)"; \$1,227,118. John Morrey, Principal Investigator; Donald Smee, Dale Barnard, Brian Gowen, Justin Julander, Bart Tarbet, Co-Principal Investigators.
10. Utah State University – Air Force Space and Missiles Command; "Overhead Persistent Infrared (OPIR) Test Manager Wide Field-of-View (WFOV) Support"; \$1,173,000. Deon Dixon, Program Manager.
11. Utah State University – Missile Defense Agency; "Air Force Distributed Common Ground System (DCGS) Virtualized Imagery Processing Capability (VIP-C) Support 2012"; \$9,329,845. Glen Wada, Program Manager.

D. Academic Items Received and Approved

1. New Programs

- a. University of Utah – Graduate Certificate in Big Data
- b. University of Utah – Emphasis in String Performance and Pedagogy
- c. Utah State University – Emphasis in Organ Performance in Bachelor of Music
- d. Utah State University - Reading Teaching Minor / Reading I Endorsement for Secondary Education
- e. Dixie State University – Minor in Communication
- f. Dixie State University – Minor in Health Psychology
- g. Dixie State University – Minor in Psychology
- h. Utah Valley University – Certificate of Proficiency in Aviation Fire Officer
- i. Utah Valley University – Emphasis in Indian Affairs Administration

- j. Salt Lake Community College – Certificate of Proficiency in Cultural Resource Management
  - k. Salt Lake Community College – Certificate of Proficiency in Microscopy
  - l. Salt Lake Community College – Certificate of Proficiency in Nanotechnology
2. Name Change
    - a. Weber State University – Department of Visual Arts to Department of Visual Art and Design
    - b. Dixie State University – Department of Integrated Studies to Department of Interdisciplinary Arts and Sciences
    - c. Dixie State University – School of Nursing and Allied Health to School of Health Sciences
    - d. Dixie State University – School of Adult Studies and Community Services to School of Academic and Community Outreach
    - e. Utah Valley University – Department of Languages to Department of Languages and Cultures
3. New Administrative Unit
    - a. Utah State University – Center for the Study of American Constitutionalism
    - b. Southern Utah University – STEM Center for Teaching and Learning
    - c. Dixie State University – Women’s Resource Center
    - d. Dixie State University – Department of History and Political Science
    - e. Dixie State University – Department of Accounting
4. Administrative Unit Restructure

Dixie State University – School of Arts and Letters split into the School of Visual and Performing Arts and the School of Humanities
5. Restructure
    - a. Utah State University – Master of Science / Doctorate Toxicology Programs (continue in the Department of Animal, Dairy, and Veterinary Science solely)
    - b. Utah State University – Agribusiness Minor
6. Three-Year Review
    - a. Southern Utah University – Emphasis in Resource Management
    - b. Southern Utah University – Emphasis in Outdoor Education
    - c. Southern Utah University – Emphasis in Tourism
    - d. Southern Utah University – Bachelor of Science in Art
    - e. Utah Valley University – Associate of Applied Science in Wildland Fire Management
    - f. Utah Valley University – Bachelor of Science in Art Education
    - g. Utah Valley University – Bachelor of Science in Botany
    - h. Utah Valley University – Master of Business Administration
7. Seven-Year Review

Southern Utah University – College of Education and Human Development



8. Discontinuance

- a. Utah State University – Bachelor of Science and Bachelor of Arts in Psychology Teaching
- b. Utah State University – Interdepartmental Toxicology Program
- c. Utah State University – Teaching Emphasis within the Sociology Major
- d. Weber State University – Emphasis in Management
- e. Southern Utah University – Master of Science in Forensic Science
- f. Salt Lake Community College – Certificate of Proficiency in Phlebotomy Technician

9. Correction

As approved, January 24, 2014, State Board of Regents, General Consent Calendar, Page 12,  
9. Discontinuance:

- c. *Utah Valley University – Certificate of Proficiency in Substance Abuse Counseling*
- f. *Utah Valley University – Certificate of Proficiency in Licensed Abuse Counseling*

Corrected to: *Utah Valley University – Certificate of Proficiency in Licensed Substance Abuse Counseling*

E. Finance/Facilities

1. Amended Policies (Attachment)

- a. R208, *Resource and Review Teams*
- b. R209, *Evaluation of Presidents*
- c. R506, *Inventory of Budget Related and Self Supporting Courses*

2. Property Purchase Ratification (Attachment)

- a. Utah State University – Sale of Coal Yard Property
- b. Utah State University – Ratifying Approval

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David L. Buhler  
Commissioner of Higher Education

DLB/KLS  
Attachments

STATE BOARD OF REGENTS MEETING  
 UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH  
 UNIVERSITY GUEST HOUSE  
 FRIDAY, JANUARY 24, 2014

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STATE BOARD OF REGENTS MEETING  
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH  
UNIVERSITY GUEST HOUSE  
FRIDAY, JANUARY 24, 2014

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

Bonnie Jean Beesley, Chair  
Daniel W. Campbell, Vice Chair  
Jessellie B. Anderson  
Nina R. Barnes  
Keith M. Buswell  
Wilford W. Clyde (Excused for the remainder of the meeting during the Completion Initiatives report, TAB BB)  
France A. Davis  
Robert S. Marquardt  
Erik Mikkelsen  
Robert W. Prince  
Harris H. Simmons  
Mark R. Stoddard  
Teresa L. Theurer  
Joyce P. Valdez  
John H. Zenger

Regents Excused

Leslie Brooks Castle  
James T. Evans  
Marlin K. Jensen  
Jed H. Pitcher

Office of the Commissioner

David L. Buhler, Commissioner  
Elizabeth Hitch, Associate Commissioner for Academic and Student Affairs  
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities  
David A. Feitz, Associate Commissioner and Executive Director, UHEAA

Institutional Presidents

David W. Pershing, University of Utah  
Stan L. Albrecht, Utah State University  
Charles A. Wight, Weber State University  
Scott L. Wyatt, Southern Utah University  
Gary L. Carlston, Snow College  
Stephen D. Nadauld, Dixie State University  
Matthew S. Holland, Utah Valley University  
Denece Huftalin, Salt Lake Community College

Other Commissioner's Office and institutional personnel were also present. The signed role is on file in the Commissioner's Office.

The Board of Regents began the day at 7:30 a.m. with a breakfast meeting; they were joined by the University of Utah Board of Trustees. The Regents then met in committees until 10:30 a.m.

State of the University

President Pershing gave a presentation on the state of the University of Utah focusing on the university's many efforts to improve retention and graduation rates.

The Committee of the Whole was called to order at **11:04 a.m.**

Commissioner's Report

Commissioner Buhler gave a report to the board reviewing the major events and accomplishments of The Office of the Commissioner in 2013 and highlighting things to look forward to in 2014.

USHE – Legislative Priorities for 2014 (TAB AA)

Commissioner Buhler reported on the USHE Legislative Priorities for 2014. **It was moved by Regent Marquardt and seconded by Regent Mikkelsen to approve the following recommendations:**

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.**

**The motion carried.**

Completion Initiatives and "15 to Finish" (TAB BB)

Commissioner Buhler gave an update on the five completion initiatives the board adopted in July 2013 and the "15 to Finish" campaign which launched in October 2013. Presidents Holland and Wight each reported on the efforts and progress their institutions have made on implementing the completion initiatives. This was an information item and no action was taken.

General Consent Calendar (TAB CC)

**On a motion by Regent Stoddard, and seconded by Regent Stoddard, the following items were approved on the Regents' General Consent Calendar:**

- A. Minutes – 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
- C. Awards
- D. Academic Items Received and Approved
- E. Executive Committee Items Received and Approved

Reports of Board Committees

Academic and Student Affairs Committee

Utah Valley University – Bachelor of Arts/Bachelor of Science in University Studies (TAB A)

**Regent Prince, Vice Chair of the Academic and Student Affairs Committee, reported on this item and moved the approval of the new degree. It was seconded by Regent Davis and the motion carried.**

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

Regent Prince briefly reported on this report. No action was taken on this information item.

USHE – Web-based Student Resources: [www.TransferUtah.org](http://www.TransferUtah.org) and [www.UtahMajors.org](http://www.UtahMajors.org) (TAB C)

Regent Prince briefly reported on this report. No action was taken on this information item.

Utah College Application Week Pilot (TAB D)

Regent Prince briefly reported on this report. No action was taken on this information item.

“Expect the Great” African/African American Leadership and College Fair Event (TAB E)

Regent Prince briefly reported on this report. No action was taken on this information item.

College Access Challenge Grant 2014 ImPACT Subgrantees (TAB F)

Regent Prince briefly reported on this report. No action was taken on this information item.

Finance/Facilities Committee

Utah Valley University – Purchase of Geneva Steel Property (TAB G)

**Regent Marquardt reported on Utah Valley University’s request for approval to purchase Parcels 1 and 2 of this property and moved the approval of the purchase with stipulations as outlined in Tab G. The motion was seconded by Regent Simmons and it carried. Vice Chair Campbell abstained from the vote.**

Salt Lake Community College – Sale of Institutional Residence (TAB H)

**It was moved by Regent by Regent Marquardt and seconded by Regent Anderson, to approve the sale of the Salt Lake Community College institutional residence as outlined in Tab H. The motion carried.**

University of Utah – Campus Master Plan Approval (TAB I)

Regent Marquardt reported that the University of Utah’s plan can be viewed online as outlined in Tab I. **It was moved by Regent Marquardt and seconded by Regent Barnes to approve the University’s updated master plan. The motion carried.**

Revision of R710, Capital Facilities (TAB J)

See action below.

Revision of R491, University Research Parks (TAB K)

This item was pulled from the agenda. No action was taken at this time.

Adoption of Revised Policy R587, Contract or Lease Purchase Financing (TAB L)

See action below.

Revision of R207, Institutional Residences for Colleges and Universities in Utah System of Higher Education (TAB M)

See action below.

Policy R550, Auxiliary Enterprises Operation and Accountability (TAB N)

See action below.

Revision of R555, Competition with Private Sector Policy Revisions (TAB O)

**Regent Marquardt reported briefly on the revisions of R710, R587, R207, R550, and R555 and moved the adoption of revisions to all five policies as outlined in their respective tabs. The motion was seconded by Regent Simmons. The motion carried.**

Approving Resolution: UHEAA Student Loan Financing (TAB P)

Regent Marquardt asked David Feitz, Executive Director of UHEEA to report on this item. He reported board approval is needed 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 (FFELLP). The Student Finance Subcommittee has reviewed and approved of the proposal. **It was moved by Regent Marquardt and seconded by Regent Zenger to approve the Approving Resolution, in Tab P, authorizing the issuance of the Series 2014 Student Loan Revenue Bonds. The motion carried.**

2014-15 Mission Based Funding Initiatives (TAB Q)

**It was moved by Regent Marquardt and seconded by Regent Simmons to approve the 2014-15 Mission Based Funding Initiatives (Acute Equity and Distinctive Initiatives) as outlined in Tab Q. The motion carried.**

USHE – 2020 Financial Forecast (25-35 Year Olds) (TAB R)

Regent Marquardt reported that in September 2013 the Board approved the USHE 2020 Financial Forecast. In an effort to specifically target the 25-35 age group, Tab R outlines the changes made to focus the 2020 financial forecast to adults the ages of 25-35. **It was moved by Regent Marquardt and seconded by Regent Campbell to 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. The motion carried.**

University of Utah – MBA Online Program Tuition 2014-15 (TAB S)

Regent Marquardt reported that in order to be competitive in the market, University of Utah requests an exception to the tuition policy. **It was moved by Regent Marquardt and seconded by Regent Zenger to 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 motion future directs the**

**Commissioner's Office to undertake a thorough study of online tuition, including for Utah resident and non-resident students, and provide a report to the Board including any recommended policy changes. The motion carried.**

Southern Utah University – New Markets Tax Credit Financing for the Shakespeare Festival Project (TAB T)

This item was pulled from the agenda as it was not ready for final approval. No action was taken at this time.

USHE – Annual Contracts and Grants Report (TAB U)

Regent Marquardt encouraged the Regents to review this report. No action was taken on this information item.

USHE – Report of Auxiliary Funds (TAB V)

Regent Marquardt encouraged the Regents to review this report. No action was taken on this information item.

USHE – Annual Report of Institutional Revenue Bonded Indebtedness (TAB W)

Regent Marquardt encouraged the Regents to review this report. No action was taken on this information item.

USHE – 2014 Data Book (TAB X)

Regent Marquardt encouraged the Regents to review this report. No action was taken on this information item.

Update on Institutional Audit Reports to the Regents' Audit Committee (TAB Y)

Vice Chair Campbell gave a brief report on the Regents' Audit Committee that met the day prior, January 23. No action was taken on this information item.

Dixie State University – Transfer of City of St. George Streets to the University (TAB Z)

Regent Marquardt reported on the transfer of three city streets to Dixie State University. No action was taken on this information item.

#### Presentation on "UESP on Campus"

Lynne Ward, Executive Director of the Utah Educational Savings Plan (UESP), gave a presentation to the board highlighting UESP programs and events on the USHE campuses that promote two of the Board of Regents' priorities, student participation and completion, in the arena of financial planning for college.

Report on the Technology Initiative Advisory Board to the Utah State Board of Regents (TAB DD)

John Sutherland, Chair of the Technology Initiative Advisory Committee, provided the board with a brief summary of the committee's annual report. No action was taken on this information item.

#### Resolutions of Appreciation

Richard E. Kendell

Commissioner Buhler spoke in support of a resolution of appreciation for Richard E. Kendell and his service to the Utah System of Higher Education, most recently as Interim President at Southern Utah University (SUU). **Regent Stoddard highlighted some of Dr. Kendell's accomplishments while at SUU and moved the adoption of the resolution. It was seconded by Regent Davis and passed unanimously.**

Scott L Wyatt

President Albrecht spoke in support of a resolution of appreciation for Scott L Wyatt and his service as President of Snow College. **Regent Prince highlighted some of President Wyatt's accomplishments while at Snow College and moved the adoption of the resolution. It was seconded by Regent Davis and passed unanimously.**

**It was moved by Regent Stoddard and seconded by Regent Davis to meet in Executive Session. The motion carried.**

**The Committee of the Whole adjourned at 12:28 p.m. and the Board of Regents met in Executive Session until 12:57 p.m.**

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Kirsten Schroeder, Executive Secretary

Date Approved:



Included in the general consent calendar are proposed revisions to Regents' policies as the result of the Commissioner's staff continuing effort to review all Regental policies. They have been reviewed by institutional representatives.

Policies that are being amended are listed below with issues highlighted for your reference and consideration.

#### R208 Resource and Review Teams

- Section 4.2. has been amended so that the Spring R&R will occur in February through April as opposed to March through May to accommodate the compensation annual adjustment decisions required in R205 (Presidential Appointment, Term of Office, and Compensation and Benefits).
- Section 4.4. has been amended to integrate with R209.

#### R209 Evaluation of Presidents

- Section 4.2. has been amended so that during the year of a President's comprehensive evaluation, he/she will receive a more limited spring R&R for the purposes of compensation adjustments per R205.
- Section 5.2.4. has been amended so that the President's confidential self-evaluation will be also based upon the presidential charge he/she received at their beginning the presidency. A reference to another policy section has been fixed as well.
- The Schedule for Evaluation of Presidents at the end of the policy has been updated.

#### R506 Inventory of Budget Related and Self Supporting Courses

The revisions are exclusively technical in nature:

- Sections throughout policy – References have been updated to course level, from 100 to 1000
- Sections throughout policy – References have been updated to certain courses, from "remedial" to "developmental"
- Section 4.3. – References have been updated to institutions that have had name changes
- Section 4.5. – References have been updated to technical education, from "ATE" to "CTE"
- Sections 4.5., 5.1.2. 5.4. – References have been removed to "ATCSR (Applied Technology Center Service Region) funding" as a funding source
- Sections throughout policy – Conjunctions have been moved, i.e. "AND" and "OR" to read in more logical sequence



## R208, Resource and Review Teams<sup>1</sup>

**R208-1. Purpose:** The purpose of this policy is to help the president be successful in his or her responsibilities through (1) regular communication between the presidents and Regents; (2) informing the Regents about institutional issues and problems in a timely manner; (3) appointing liaisons between the Board of Regents and institutional Boards of Trustees; and (4) providing a mechanism for informal, periodic consultation with each president.

### R208-2. References

- 2.1. Utah Code [§53B-2-102](#), Board to Appoint President of Each Institution
- 2.2. Utah Code [§53B-2-103](#), Board of Trustees – Powers and Duties
- 2.3. Utah Code [§63G-2-20](#), Right to Inspect Records and Receive Copies of Records
- 2.4. Utah Code [§63G-2-302](#), Private Records
- 2.5. Policy and Procedures [R220](#), Delegation of Responsibilities to the President and Board of Trustees
- 2.6. Policy and Procedures [R209](#), Evaluation of Presidents

### R208-3. Definitions

- 3.1. **Board of Regents:** As used in this policy, “Board of Regents” means the Utah State Board of Regents.
- 3.2. **Board of Trustees:** As used in this policy, “Board of Trustees” means the Board of Trustees for an institution of higher education.
- 3.3. **Commissioner:** As used in this policy, “Commissioner” means the Utah Commissioner of Higher Education.
- 3.3. **Confidential:** As used in this policy, “confidential” means the document is a “private record” under Utah Code [§63G-2-302](#). As a private record any such documents are exempt from public records requests and shall not be disclosed except pursuant to Utah Code [§63G-2-201\(5\)](#).
- 3.4. **Institution:** As used in this policy, “institution” refers to institutions within the Utah System of Higher Education listed in Utah Code [§53B-2-101](#).
- 3.5. **President:** As used in this policy, “president” means the chief executive officer of the applicable institution within the Utah System of Higher Education appointed by the Board of Regents under Utah Code [§53B-2-102](#).
- 3.6. **Resource and Review Team:** As used in this policy, “Resource and Review Team” refers to a team of two Regents and the Chair and Vice-Chair of the institution’s Board of Trustees. This four-person team acts as the Resource and Review Team for its respective institution. This team is created pursuant to

<sup>1</sup> Adopted September 11, 1987, amended November 17, 1989, April 26, 1991, April 17, 1992, November 3, 1995 and April 22, 2005, and December 14, 2007. Revisions approved by the Board of Regents on May 29, 2009, April 1, 2010 and March 29, 2013.

section 4.1 of this policy. The duties and powers of the Resource and Review Team are limited to those enumerated in this policy.

#### R208-~~34~~. Policy

~~34~~.1. **Fall Meeting:** Each fall (during the months of September through November) each president shall meet with his or her Resource and Review Team.

~~34~~.1.1. **Objectives:** The objective of the fall meeting is to (1) inquire as to the ways the Board of Regents and the Board of Trustees can better assist the president, (2) update the Resource and Review Team regarding ongoing and current issues important to the president and the institution, and (3) build a positive relationship between the president, the Board of Regents, and the Board of Trustees.

~~34~~.1.2. **Agenda:** The president is to set the agenda and conduct the meeting. The duration and content of the meeting is at the discretion of the president.

~~34~~.1.3. **Report:** There shall be no written or formal report of the fall meeting.

~~34~~.2. **Spring Review:** Each spring (during the months of ~~March through May~~ February through April) each president shall meet with his or her Resource and Review Team to conduct a limited presidential performance review.

~~34~~.2.1. **Objectives:** In addition to the objectives of ~~34~~.1.1., the objective of the spring review is to provide limited performance review of the president's performance.

~~34~~.2.2. **Agenda:** The Chair of the Resource and Review Team shall set the agenda in consultation with the president and pursuant to parts ~~45~~.2 and ~~45~~.3 of this policy.

~~34~~.2.3 **Report:** The Resource and Review Team shall produce a written and confidential report pursuant to part ~~45~~.4 of this policy.

~~34~~.2.4. **Criteria for Evaluation:** The Resource and Review Team shall focus on building a positive, productive relationship between the president, the Board of Regents, and the Board of Trustees by reviewing the following matters:

~~34~~.2.4.1 **Institutional and Presidential Priorities:** The Resource and Review Team shall work with the president to identify and implement institutional and personal priorities. Such priorities may include the following: (1) the charge given to the president by the Board of Regents at the time of appointment, (2) any remaining identified priorities from previous Resource and Review Team meetings, and (3) any other priorities identified by the Board of Regents or Board of Trustees.

~~34~~.2.4.1 **Presidential Effectiveness:** The Resource and Review Team, in collaboration with the president, shall identify issues, challenges, and problems which impede the accomplishment of identified priorities. Such problems may relate directly to the institution, the president's cabinet, the president's performance, or the president's relationship with the Board of Trustees or Board of Regents. The Resource and Review Team shall focus on both the president's accomplishments and areas in which advice, counsel, and support may be necessary to help the president be more effective.

**34.2.5. Performance-related Incentives:** Spring Review reports may be used as a basis for adjusting the president's compensation.

**34.3. Liaisons:** The Resource and Review Team shall function as liaisons between the institution and the Board of Regents. As time and circumstances permit, the Resource and Review Team shall do the following: (1) visit campus, (2) attend trustee meetings, (3) attend campus events—especially commencement ceremonies, (4) identify specific ways that the Board of Regents can build a positive and productive relationship with the Board of Trustees and president, and (5) coordinate and facilitate communication between the Board of Regents, Board of Trustees, and the president. The team chair shall note such activities and suggestions in the written report to the Board of Regents.

**34.4. Integration with R209 Evaluation:** Pursuant to Regents' Policy R209, presidents are to be comprehensively and formally evaluated following the first year of employment, and every fourth year thereafter (i.e., formal evaluation will occur during years 2, 6, and 10 of the president's tenure). During the year of R209 evaluation, the Resource and Review Team shall ~~not~~ conduct a more limited spring review, i.e. not meet with members of the President's cabinet, for the purposes of compensation adjustments per R205 (Presidential Appointment, Term of Office, and Compensation and Benefits) and but shall participate in the fall meeting. As specified in R209, the Resource and review team participates directly in the R209 evaluation.

#### R208-~~45~~. Procedures

- 45.1. Appointment of Resource and Review Teams:** Each Resource and Review Team shall consist of the Chair and Vice-Chair of the institution's Board of Trustees and two Regents. The Regents' Chair shall (1) appoint the two Regents to serve on the Resource and Review Team, (2) notify the chair and vice-chair of the institutional Board of Trustees as to their responsibility to serve on the institution's Resource and Review Team, and (3) designate the Chair of the Resource and Review team.
- 45.2. Campus Meetings with President:** The fall meeting under 208-~~34~~.1 and the spring review under R208-~~34~~.2 should preferably occur on campus.
- 45.3. Interaction with Board of Trustees and Consultation with Regents' Committees:** In preparation for the spring review, the Resource and Review Team should consult with the Chairs of the Regents' committees and the Commissioner to identify any concerns or issues with either the president's performance or institutional direction that needs to be addressed.
- 45.4. Written Reports:** A written, confidential report of the spring review shall be prepared by the Chair of the Resource and Review team. The report shall be marked confidential.
- 45.4.1 Who Receives the Report:** Copies of the report are to be forwarded to the president, the chair of the Board of Trustees, the Commissioner, and the Chair and Vice Chair of the Board of Regents. The report shall not be disclosed to other individuals or entities without Regents' approval pursuant to Utah Code §63G-2-201.
- 45.4.2. Presidential Comments:** The president shall have opportunity to comment in writing on the report. The presidential statement shall be included in the final report prior to submitting it to the Board of Regents.
- 45.4.3 Confidentiality of Spring Review Report:** All spring review reports, including notes and drafts, all meetings conducted pertaining to the Resource and Review Team's work, and all

recommendations and responses, are confidential private records protected from disclosure by Utah Code §63G-2-201, 302.

45.4.4. Retention of Presidential Records: Reports (along with presidential comments) shall be stored in the president's personnel file at the Board of Regents' office.

45.4.5. Regents' Review of Report: The report shall be reviewed in closed session by the Board of Regents—typically at the next regularly scheduled meeting. The Chair of the Board of Regents may direct a Resource and Review Team to report to the Board of Regents on a more frequent basis.



## R208, Resource and Review Teams<sup>1</sup>

**R208-1. Purpose:** The purpose of this policy is to help the president be successful in his or her responsibilities through (1) regular communication between the presidents and Regents; (2) informing the Regents about institutional issues and problems in a timely manner; (3) appointing liaisons between the Board of Regents and institutional Boards of Trustees; and (4) providing a mechanism for informal, periodic consultation with each president.

### R208-2. References

- 2.1. Utah Code [§53B-2-102](#), Board to Appoint President of Each Institution
- 2.2. Utah Code [§53B-2-103](#), Board of Trustees – Powers and Duties
- 2.3. Utah Code [§63G-2-20](#), Right to Inspect Records and Receive Copies of Records
- 2.4. Utah Code [§63G-2-302](#), Private Records
- 2.5. Policy and Procedures [R220](#), Delegation of Responsibilities to the President and Board of Trustees
- 2.6. Policy and Procedures [R209](#), Evaluation of Presidents

### R208-3. Definitions

- 3.1. **Board of Regents:** As used in this policy, “Board of Regents” means the Utah State Board of Regents.
- 3.2. **Board of Trustees:** As used in this policy, “Board of Trustees” means the Board of Trustees for an institution of higher education.
- 3.3. **Commissioner:** As used in this policy, “Commissioner” means the Utah Commissioner of Higher Education.
- 3.3. **Confidential:** As used in this policy, “confidential” means the document is a “private record” under Utah Code [§63G-2-302](#). As a private record any such documents are exempt from public records requests and shall not be disclosed except pursuant to Utah Code [§63G-2-201\(5\)](#).
- 3.4. **Institution:** As used in this policy, “institution” refers to institutions within the Utah System of Higher Education listed in Utah Code [§53B-2-101](#).
- 3.5. **President:** As used in this policy, “president” means the chief executive officer of the applicable institution within the Utah System of Higher Education appointed by the Board of Regents under Utah Code [§53B-2-102](#).
- 3.6. **Resource and Review Team:** As used in this policy, “Resource and Review Team” refers to a team of two Regents and the Chair and Vice-Chair of the institution’s Board of Trustees. This four-person team acts as the Resource and Review Team for its respective institution. This team is created pursuant to

<sup>1</sup> Adopted September 11, 1987, amended November 17, 1989, April 26, 1991, April 17, 1992, November 3, 1995 and April 22, 2005, and December 14, 2007. Revisions approved by the Board of Regents on May 29, 2009, April 1, 2010 and March 29, 2013.

section 4.1 of this policy. The duties and powers of the Resource and Review Team are limited to those enumerated in this policy.

#### R208-4. Policy

4.1. **Fall Meeting:** Each fall (during the months of September through November) each president shall meet with his or her Resource and Review Team.

4.1.1. **Objectives:** The objective of the fall meeting is to (1) inquire as to the ways the Board of Regents and the Board of Trustees can better assist the president, (2) update the Resource and Review Team regarding ongoing and current issues important to the president and the institution, and (3) build a positive relationship between the president, the Board of Regents, and the Board of Trustees.

4.1.2. **Agenda:** The president is to set the agenda and conduct the meeting. The duration and content of the meeting is at the discretion of the president.

4.1.3. **Report:** There shall be no written or formal report of the fall meeting.

4.2. **Spring Review:** Each spring (during the months of February through April) each president shall meet with his or her Resource and Review Team to conduct a limited presidential performance review.

4.2.1. **Objectives:** In addition to the objectives of 4.1.1., the objective of the spring review is to provide limited performance review of the president's performance.

4.2.2. **Agenda:** The Chair of the Resource and Review Team shall set the agenda in consultation with the president and pursuant to parts 5.2 and 5.3 of this policy.

4.2.3. **Report:** The Resource and Review Team shall produce a written and confidential report pursuant to part 5.4 of this policy.

4.2.4. **Criteria for Evaluation:** The Resource and Review Team shall focus on building a positive, productive relationship between the president, the Board of Regents, and the Board of Trustees by reviewing the following matters:

4.2.4.1 **Institutional and Presidential Priorities:** The Resource and Review Team shall work with the president to identify and implement institutional and personal priorities. Such priorities may include the following: (1) the charge given to the president by the Board of Regents at the time of appointment, (2) any remaining identified priorities from previous Resource and Review Team meetings, and (3) any other priorities identified by the Board of Regents or Board of Trustees.

4.2.4.1 **Presidential Effectiveness:** The Resource and Review Team, in collaboration with the president, shall identify issues, challenges, and problems which impede the accomplishment of identified priorities. Such problems may relate directly to the institution, the president's cabinet, the president's performance, or the president's relationship with the Board of Trustees or Board of Regents. The Resource and Review Team shall focus on both the president's accomplishments and areas in which advice, counsel, and support may be necessary to help the president be more effective.

4.2.5. **Performance-related Incentives:** Spring Review reports may be used as a basis for adjusting the president's compensation.

4.3. **Liaisons:** The Resource and Review Team shall function as liaisons between the institution and the Board of Regents. As time and circumstances permit, the Resource and Review Team shall do the following: (1) visit campus, (2) attend trustee meetings, (3) attend campus events—especially commencement ceremonies, (4) identify specific ways that the Board of Regents can build a positive and productive relationship with the Board of Trustees and president, and (5) coordinate and facilitate communication between the Board of Regents, Board of Trustees, and the president. The team chair shall note such activities and suggestions in the written report to the Board of Regents.

4.4. **Integration with R209 Evaluation:** Pursuant to Regents' Policy R209, presidents are to be comprehensively and formally evaluated following the first year of employment, and every fourth year thereafter (i.e., formal evaluation will occur during years 2, 6, and 10 of the president's tenure). During the year of R209 evaluation, the Resource and Review Team shall conduct a more limited spring review, i.e. not meet with members of the President's cabinet, for the purposes of compensation adjustments per R205 (Presidential Appointment, Term of Office, and Compensation and Benefits) and participate in the fall meeting. As specified in R209, the Resource and review team participates directly in the R209 evaluation.

#### R208-5. Procedures

- 5.1. **Appointment of Resource and Review Teams:** Each Resource and Review Team shall consist of the Chair and Vice-Chair of the institution's Board of Trustees and two Regents. The Regents' Chair shall (1) appoint the two Regents to serve on the Resource and Review Team, (2) notify the chair and vice-chair of the institutional Board of Trustees as to their responsibility to serve on the institution's Resource and Review Team, and (3) designate the Chair of the Resource and Review team.
- 5.2. **Campus Meetings with President:** The fall meeting under 208-4.1 and the spring review under R208-4.2 should preferably occur on campus.
- 5.3. **Interaction with Board of Trustees and Consultation with Regents' Committees:** In preparation for the spring review, the Resource and Review Team should consult with the Chairs of the Regents' committees and the Commissioner to identify any concerns or issues with either the president's performance or institutional direction that needs to be addressed.
- 5.4. **Written Reports:** A written, confidential report of the spring review shall be prepared by the Chair of the Resource and Review team. The report shall be marked confidential.
  - 5.4.1 **Who Receives the Report:** Copies of the report are to be forwarded to the president, the chair of the Board of Trustees, the Commissioner, and the Chair and Vice Chair of the Board of Regents. The report shall not be disclosed to other individuals or entities without Regents' approval pursuant to Utah Code §63G-2-201.
  - 5.4.2 **Presidential Comments:** The president shall have opportunity to comment in writing on the report. The presidential statement shall be included in the final report prior to submitting it to the Board of Regents.
  - 5.4.3 **Confidentiality of Spring Review Report:** All spring review reports, including notes and drafts, all meetings conducted pertaining to the Resource and Review Team's work, and all



recommendations and responses, are confidential private records protected from disclosure by Utah Code §63G-2-201, 302.

5.4.4. **Retention of Presidential Records:** Reports (along with presidential comments) shall be stored in the president's personnel file at the Board of Regents' office.

5.4.5. **Regents' Review of Report:** The report shall be reviewed in closed session by the Board of Regents—typically at the next regularly scheduled meeting. The Chair of the Board of Regents may direct a Resource and Review Team to report to the Board of Regents on a more frequent basis.



## R209, Evaluation of Presidents<sup>1</sup>

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**R209-1. Purpose:** The purpose of this policy is to establish procedures for the comprehensive and formal evaluation of the performance of each president in the Utah System of Higher Education in order to ensure high quality education at each institution. These procedures are designed to assess the quality of the president's administrative performance within the context of the institution's mission, vision, strategic goals, and in fulfillment of his or her presidential charge. The comprehensive evaluation process is intended to reflect the full scope of administrative duties expected of the president, and to provide meaningful, substantive feedback from key constituents, e.g., colleagues, members of the institutional Board of Trustees, Regents, and leaders in the community, regarding the president's efforts and areas of strength as well as the areas that need improvement.

### R209-2. References

- 2.1. Utah Code [§53B-2-102](#) (Board to Appoint President of Each Institution)
- 2.2. Policy and Procedures [R120](#), Bylaws; 3.3.3., Institutional Governance and Administration
- 2.3. Policy and Procedures [R208](#), Resource and Review Teams

### R209-3. Definitions

- 3.1. **Commissioner:** the Commissioner of Higher Education.
- 3.2. **Institution:** for evaluations of presidents this refers to the college or university for which the president is the chief executive officer. For evaluation of the Commissioner this refers to the Office of the Commissioner and Board of Regents.
- 3.3. **President:** the chief executive officer of each college or university within the Utah System of Higher Education.

### R209-4. Policy

- 4.1. **Comprehensive Evaluation:** The performance of each president will be comprehensively evaluated following the first year of his or her tenure (during year 2) and every four years thereafter (during years 6 and 10). The evaluations under this policy shall occur in the spring in lieu of the spring review under R208. The Regents or the president may request a comprehensive evaluation at a shorter interval.
- 4.2. **Resource and Review Team Assessment:** The performance of each president will be assessed annually by a Resource and Review Team, as provided in Regents' Policy R208. During the year of comprehensive evaluation, the Resource and Review Team shall ~~not~~ conduct a [more limited](#) spring review, [i.e. not meet with members of the President's cabinet, for the purposes of compensation adjustments per R205 \(Presidential Appointment, Term of Office, and Compensation and Benefits\)](#) and ~~but~~ [shall](#) participate in the fall meeting. The Resource and Review Team may meet with the president

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<sup>1</sup> Adopted April 26, 1977; amended July 27, 1977; May 17, 1983; September 11, 1987; July 21, 1989; November 4, 1994; November 3, 1995, April 22, 2005, April 3, 2009, April 1, 2010 and March 29, 2013.

throughout the year by mutual agreement with the president. The information and reports gathered by the Resource and Review Team will be made available to the Evaluation Committee.

4.3. **Guidelines for Evaluation:** The comprehensive evaluation required by this policy shall adhere to the following guidelines in order to make the evaluation process fair, meaningful, and effective:

4.3.1. **Objectivity:** Objectivity extends to the criteria to be assessed, the process for the completion of the evaluation, and the selection of persons who will participate in the evaluation.

4.3.2. **Clearly-defined criteria that relate to the institution's missions and goals:** The criteria for evaluation must encompass an appropriate scope. The criteria shall include outcome standards that relate the actions of the individual to the mission and goals of the institution as well as process criteria that describe the critical behaviors of effective leaders.

4.3.3. **Meaningful evaluation:** Appraisal of an individual's job performance should be made only by those in a position to observe that performance. Opinions concerning the president's performance will be limited to those faculty, students, staff, and others in positions that afford them enough interaction with the president to make meaningful judgments.

4.3.4. **Well-planned schedule of implementation:** A timetable for evaluation will be utilized in order to provide an adequate period for data collection, review, and feedback.

4.3.5. **Clear policy for reporting and use:** An Evaluation Committee will carry out the evaluation, and the results of each evaluation are to be shared with the president. The results of the evaluation shall remain confidential. Documentation that the evaluation has taken place will be maintained for accreditation records.

4.3.6. **Opportunity for response and self-assessment:** By engaging in the planning for the performance evaluation, i.e., the setting of performance goals, the presentation of evidence related to the attainment of those goals, and discussion of the performance plan with the Evaluation Committee, each president will have the opportunity to complete a self-assessment and provide a response to the evaluation.

4.3.7. **Review of the evaluation process:** The evaluation process outlined herein must be periodically reviewed and revised as necessary.

## R209-5. Procedures

### 5.1. Evaluation Committee

5.1.1. **Composition of Evaluation Committee:** The evaluation will be conducted by an Evaluation Committee of no fewer than three (3) members, including an Evaluation Consultant. The president shall submit a list of potential committee members to the Commissioner for consideration. The Chair of the Board of Regents shall appoint the Evaluation Committee members upon the recommendation of the Commissioner and the Vice Chair of the Board of Regents.

5.1.2. **Evaluation Consultant/Chair of Evaluation Committee:** The Evaluation Committee shall be chaired by an Evaluation Consultant who has extensive experience in higher education, and who has knowledge of the type of institution involved. The president shall submit a list of potential consultants to the Commissioner for consideration. The Commissioner, in consultation

with the Vice Chair of the Board of Regents, will then recommend the appointment of a Consultant to the Chair of the Board of Regents, who shall make the appointment.

5.1.3. **Appointment of Evaluation Committee:** The Evaluation Consultant and the other members of the Evaluation Committee shall be appointed by the Chair of the Board of Regents, after consultation with the president, the Commissioner, and the Board of Regents Vice Chair.

## 5.2. Evaluation Planning

5.2.1. **Planning Meeting:** In advance of the evaluation, the Evaluation Committee Chair (Evaluation Consultant), the Commissioner, and the president may discuss the details of the evaluation and any issues that pertain to the evaluation process.

5.2.2. **Selection of Interviewees:** The president shall submit a list of potential interviewees for approval by the Commissioner (for evaluation of presidents) or the Chair of the Board of Regents (for evaluation of the Commissioner) for consideration by the Evaluation Committee. This list shall normally consist of individuals both internal and external to the institution who are knowledgeable about the institution, and who have had enough interaction with the President to make meaningful judgments.

5.2.3. **Preparation for Interviews:** Prior to conducting confidential interviews, the Evaluation Committee shall meet with the president and his or her Resource and Review Team for the purpose of reviewing strategic plans, goals, objectives, resource allocation policies, major challenges and successes.

5.2.4. **Self-Report:** The president shall prepare a confidential self-evaluation based upon the criteria of evaluation outlined in Section 5.5.4. of this policy [as well as the presidential charge received from the Chair of the Board of Regents at the beginning of his/her presidency](#). The self-report shall be submitted to the Commissioner or Evaluation Consultant and provided to the Evaluation Committee.

## 5.3. Evaluation Process

5.3.1. **Confidential Interviews:** Confidentiality shall be observed throughout the interview process. The Evaluation Committee will assure those being interviewed that their responses will remain confidential and that only a composite of responses will be made available to the Regents and the president.

5.3.2. **Required Interviews:** In addition to the interviewees identified by the president during the planning of the evaluation, the Evaluation Committee will interview a representative sample of vice presidents, deans, academic and administrative department heads, faculty, students, and community and alumni leaders. The Evaluation Committee shall also take into consideration input provided by the Faculty Senate, Board of Trustees, and Board of Regents. The Evaluation Consultant may also solicit written comments about the president's performance from various internal and external constituencies. Any written comments provided must be signed and will remain confidential. The Consultant shall not utilize a questionnaire or survey as part of the evaluation procedure.

5.3.3. **Format of Interviews:** The Evaluation Committee will normally spend at least two days at the institution conducting interviews. Appropriate accommodations will be made for conducting interviews at the campus location(s).

5.3.4. **Exit Meeting:** Prior to the end of the campus evaluation visit, the Evaluation Committee Chair (Evaluation Consultant) will meet with the president to review the preliminary results and to follow up on any questions that may remain.

5.4. **Subject of Interviews:** The Evaluation Committee will function as a fact-finder, and should review and carry out its duties consistent with this statement. In conducting the interviews, the Evaluation Committee members should ask those being interviewed to express their best judgment as to the performance of the chief executive officer in the following areas. All of the items below may not be appropriate as items of inquiry for all individuals being interviewed. In such cases the items should be omitted from the interview process.

5.4.1. **Budgetary Matters and Fiscal Management**

5.4.1.1. Evidence of sound fiscal management, including the ability to address budgetary matters in a way that achieves more efficient and effective use of resources.

5.4.1.2. Ability to allocate fiscal resources in a manner that is conducive to achieving institutional goals and objectives.

5.4.1.3. Ability to comprehend and evaluate fiscal and budgetary matters.

5.4.1.4. Ability to attract funds for the institution.

5.4.2. **Academic Administration and Academic Planning**

5.4.2.1. Existence of well developed and widely understood institutional goals and objectives.

5.4.2.2. Ability to link planning, resource allocation, and evaluation functions and a quality of judgment demonstrated in establishing ultimate priority in those areas.

5.4.2.3. Existence of a good academic program review procedure designed to serve as a basis for staff allocation and budgetary support, the evaluation of the quality of instruction, and to assist in the implementation of the university's or college's institutional goals and objectives.

5.4.2.4. Ability to initiate curricular change in response to student and societal interests and needs.

5.4.2.5. Awareness of educational ideas, trends, and innovations.

5.4.3. **Personnel**

5.4.3.1. Evidence of ability to relate to faculty and staff within the particular governance structure of the institution.

5.4.3.2. Effectiveness in forming, developing, and supervising an administrative network for making and implementing policies.

5.4.3.3. Evidence of the chief executive officer's commitment to make personnel changes when those changes are necessary to further enhance the effectiveness of the institution.

5.4.3.4. Evidence of ability to select strong subordinates.

5.4.3.5. Ability of the chief executive officer to have trust and confidence of subordinates.

5.4.3.6. Evidence of ability to seek and use counsel of immediate subordinates.

5.4.3.7. Ability to determine those issues which are the proper responsibility of subordinates and those which require the action of the chief executive officer.

5.4.3.8. Evidence of ability to delegate responsibility to subordinate managers and to support them in carrying out their responsibilities.

5.4.3.9. Evidence of an ongoing procedure for evaluation of other members of the institutional management team.

#### 5.4.4. Decision Making and Problem Solving

5.4.4.1. Ability to assume responsibility for decisions.

5.4.4.2. Sensitivity to individuals affected by decisions.

5.4.4.3. Ability to deal with reaction to unpopular decisions.

5.4.4.4. Ability to identify and analyze problems and issues confronting the institution.

5.4.4.5. Ability to identify potential areas of conflict.

5.4.4.6. Ability to comprehend the inter-related nature of such factors as budgeting, curriculum, social and political realities, group interests and pressures, laws, and rules and regulations having implications for the management of the institution.

5.4.4.7. Ability to initiate new ideas and change.

5.4.4.8. Ability to make decisions in critical situations and to handle crises.

5.4.4.9. Ability to communicate ideas, information, and resources for decisions.

5.4.4.10. Awareness of implications of decisions.

5.4.4.11. Ability to re-evaluate and if necessary retract decisions.

5.4.4.12. Where appropriate, ability to involve institutional groups and individuals in support of decisions and in their implementation.

5.4.4.13. Ability to surmount personal criticism.

#### 5.4.5. External Relations

5.4.5.1. Ability to relate to and communicate with the community in which the institution is located.

5.4.5.2. Evidence of an active alumni program.

5.4.5.3. Ability to meet the social obligations of a chief executive officer.

5.4.5.4. Ability to work with other chief executive officers in the System.

5.4.5.5. Ability to understand the role of politics and governmental offices in higher education.

5.4.5.6. Ability to relate to legislators, the Governor's office, other state and federal agencies, and with other public officials on matters affecting the institution.

5.4.5.7. Ability to represent the institution to its various public's.

**5.4.6. Relationship to the Institutional Board of Trustees and to the Board of Regents**

5.4.6.1. Ability to provide professional leadership for the institutional Board of Trustees or in the case of the Commissioner for the Board of Regents and to supply it with professional judgments on matters affecting the institution.

5.4.6.2. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents informed of all relevant issues affecting or having bearing on managerial policies of the institution.

5.4.6.3. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents abreast of local, state, and regional affairs affecting the institution.

5.4.6.4. Ability to identify for the Trustees and the Regents problems confronting the institution and to assess alternative solutions and to recommend appropriate action.

5.4.6.5. Ability to carry out duties which have been or may be delegated or assigned to the chief executive officer by the Board of Regents or by the institutional Board of Trustees.

5.4.6.6. Ability to review and analyze budgetary problems and to make effective presentations on the same to the institutional Board of Trustees and the Board of Regents.

**5.4.7. Student Affairs**

5.4.7.1. Evidence of formal and informal mechanisms for involving students in decision making.

5.4.7.2. Evidence of effective recruitment, admission, counseling, and placement programs.

5.4.7.3. Ability to relate to students as individuals and in groups.

5.4.7.4. Evidence of sensitivity on the part of the chief executive officer to individual differences and tolerance of and respect for such differences.

## 5.5. Evaluation Report

5.5.1. **Report to be Factual:** The Evaluation Committee Chair shall compile factual information gathered during the course of the evaluation in a written report documenting the president's strengths and areas for future focus and improvement.

5.5.2. **Opportunity for Response:** The Chair will submit the final, confidential report to the Commissioner for transmittal to the president, and the president shall be given the opportunity to prepare a written response to the report.

5.5.3. **Review by Regents' Officers:** the Evaluation Report, together with the president's response to the Report and the president's self-evaluation, will be sent to the Chair and Vice Chair of the Board of Regents, and to the president's Resource and Review Team.

5.5.4. **Review by Board of Regents:** As soon as practical after the submission of the evaluation reports, the president will meet with the Commissioner, the Chair and Vice Chair of the Board of Regents to review the findings and recommendations of the Evaluation Report.

5.5.5. **Recommendations to Board of Regents:** At the conclusion of the evaluation process, the Chair of the Board of Regents may recommend commendations or other actions to the Board of Regents.

5.5.6. **Retention of Report in Personnel File:** A copy of the Evaluation Report, together with a copy of the president's self-evaluation and response to the Report, will be retained as a confidential record in the president's personnel file.

5.5.7. **Confidentiality of Report:** The Evaluation Report, including all documents pertaining thereto, including all notes, drafts, records of meetings conducted during the course of the evaluation, and all recommendations and responses, are confidential personnel records protected from disclosure by Utah law.

## 5.6. Application of Evaluation Procedures to Commissioner

5.6.1. **General Procedures to Be Followed:** The evaluation of the Commissioner shall generally follow the procedures outlined in this policy for the evaluation of presidents.

5.6.2. **Variations to be Determined in Consultation with Commissioner:** Variations in the specific procedures and timelines specified for the evaluation of presidents may be needed for the evaluation of the Commissioner, and shall be determined by the Chair and Vice Chair of the Board of Regents upon consultation with the Commissioner.

### SCHEDULE FOR EVALUATION OF PRESIDENTS

Institution	Year of CEO Appointment	First Evaluation	Second Evaluation	Third Evaluation
Dixie State University	2010	2011	2015	2019
Salt Lake Community College ( <a href="#">interim</a> )	<a href="#">2005-2014</a>	<a href="#">2007</a>	<a href="#">2011</a>	<a href="#">2015</a>
Snow College ( <a href="#">interim</a> )	<a href="#">2007-2014</a>	<a href="#">2009</a>	<a href="#">2013</a>	<a href="#">2017</a>



Southern Utah University	<del>2007</del> 2014	<del>2009</del> 2016	<del>2013</del> 2020	<del>2017</del> 2024
University of Utah	2012	2014	2018	2022
Utah State University	2005	2007	2011	2015
Utah Valley University	2009	2010	2014	2018
Weber State University	2013	2015	2019	2023
Commissioner of Higher Education	2012	2014	2018	2022

The evaluations under this policy shall occur in the spring in lieu of the spring review under R208.  
Evaluations begin in year 2 and occur every four years thereafter (during years 6, 10, etc).



## R209, Evaluation of Presidents<sup>1</sup>

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**R209-1. Purpose:** The purpose of this policy is to establish procedures for the comprehensive and formal evaluation of the performance of each president in the Utah System of Higher Education in order to ensure high quality education at each institution. These procedures are designed to assess the quality of the president's administrative performance within the context of the institution's mission, vision, strategic goals, and in fulfillment of his or her presidential charge. The comprehensive evaluation process is intended to reflect the full scope of administrative duties expected of the president, and to provide meaningful, substantive feedback from key constituents, e.g., colleagues, members of the institutional Board of Trustees, Regents, and leaders in the community, regarding the president's efforts and areas of strength as well as the areas that need improvement.

### R209-2. References

- 2.1. Utah Code [§53B-2-102](#) (Board to Appoint President of Each Institution)
- 2.2. Policy and Procedures [R120](#), Bylaws; 3.3.3., Institutional Governance and Administration
- 2.3. Policy and Procedures [R208](#), Resource and Review Teams

### R209-3. Definitions

- 3.1. **Commissioner:** the Commissioner of Higher Education.
- 3.2. **Institution:** for evaluations of presidents this refers to the college or university for which the president is the chief executive officer. For evaluation of the Commissioner this refers to the Office of the Commissioner and Board of Regents.
- 3.3. **President:** the chief executive officer of each college or university within the Utah System of Higher Education.

### R209-4. Policy

- 4.1. **Comprehensive Evaluation:** The performance of each president will be comprehensively evaluated following the first year of his or her tenure (during year 2) and every four years thereafter (during years 6 and 10). The evaluations under this policy shall occur in the spring in lieu of the spring review under R208. The Regents or the president may request a comprehensive evaluation at a shorter interval.
- 4.2. **Resource and Review Team Assessment:** The performance of each president will be assessed annually by a Resource and Review Team, as provided in Regents' Policy R208. During the year of comprehensive evaluation, the Resource and Review Team shall conduct a more limited spring review, i.e. not meet with members of the President's cabinet, for the purposes of compensation adjustments per R205 (Presidential Appointment, Term of Office, and Compensation and Benefits) and participate in the fall meeting. The Resource and Review Team may meet with the president throughout the year by mutual

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<sup>1</sup> Adopted April 26, 1977; amended July 27, 1977; May 17, 1983; September 11, 1987; July 21, 1989; November 4, 1994; November 3, 1995, April 22, 2005, April 3, 2009, April 1, 2010 and March 29, 2013.

agreement with the president. The information and reports gathered by the Resource and Review Team will be made available to the Evaluation Committee.

4.3. **Guidelines for Evaluation:** The comprehensive evaluation required by this policy shall adhere to the following guidelines in order to make the evaluation process fair, meaningful, and effective:

4.3.1. **Objectivity:** Objectivity extends to the criteria to be assessed, the process for the completion of the evaluation, and the selection of persons who will participate in the evaluation.

4.3.2. **Clearly-defined criteria that relate to the institution's missions and goals:** The criteria for evaluation must encompass an appropriate scope. The criteria shall include outcome standards that relate the actions of the individual to the mission and goals of the institution as well as process criteria that describe the critical behaviors of effective leaders.

4.3.3. **Meaningful evaluation:** Appraisal of an individual's job performance should be made only by those in a position to observe that performance. Opinions concerning the president's performance will be limited to those faculty, students, staff, and others in positions that afford them enough interaction with the president to make meaningful judgments.

4.3.4. **Well-planned schedule of implementation:** A timetable for evaluation will be utilized in order to provide an adequate period for data collection, review, and feedback.

4.3.5. **Clear policy for reporting and use:** An Evaluation Committee will carry out the evaluation, and the results of each evaluation are to be shared with the president. The results of the evaluation shall remain confidential. Documentation that the evaluation has taken place will be maintained for accreditation records.

4.3.6. **Opportunity for response and self-assessment:** By engaging in the planning for the performance evaluation, i.e., the setting of performance goals, the presentation of evidence related to the attainment of those goals, and discussion of the performance plan with the Evaluation Committee, each president will have the opportunity to complete a self-assessment and provide a response to the evaluation.

4.3.7. **Review of the evaluation process:** The evaluation process outlined herein must be periodically reviewed and revised as necessary.

## R209-5. Procedures

### 5.1. Evaluation Committee

5.1.1. **Composition of Evaluation Committee:** The evaluation will be conducted by an Evaluation Committee of no fewer than three (3) members, including an Evaluation Consultant. The president shall submit a list of potential committee members to the Commissioner for consideration. The Chair of the Board of Regents shall appoint the Evaluation Committee members upon the recommendation of the Commissioner and the Vice Chair of the Board of Regents.

5.1.2. **Evaluation Consultant/Chair of Evaluation Committee:** The Evaluation Committee shall be chaired by an Evaluation Consultant who has extensive experience in higher education, and who has knowledge of the type of institution involved. The president shall submit a list of potential consultants to the Commissioner for consideration. The Commissioner, in consultation

with the Vice Chair of the Board of Regents, will then recommend the appointment of a Consultant to the Chair of the Board of Regents, who shall make the appointment.

5.1.3. **Appointment of Evaluation Committee:** The Evaluation Consultant and the other members of the Evaluation Committee shall be appointed by the Chair of the Board of Regents, after consultation with the president, the Commissioner, and the Board of Regents Vice Chair.

## 5.2. Evaluation Planning

5.2.1. **Planning Meeting:** In advance of the evaluation, the Evaluation Committee Chair (Evaluation Consultant), the Commissioner, and the president may discuss the details of the evaluation and any issues that pertain to the evaluation process.

5.2.2. **Selection of Interviewees:** The president shall submit a list of potential interviewees for approval by the Commissioner (for evaluation of presidents) or the Chair of the Board of Regents (for evaluation of the Commissioner) for consideration by the Evaluation Committee. This list shall normally consist of individuals both internal and external to the institution who are knowledgeable about the institution, and who have had enough interaction with the President to make meaningful judgments.

5.2.3. **Preparation for Interviews:** Prior to conducting confidential interviews, the Evaluation Committee shall meet with the president and his or her Resource and Review Team for the purpose of reviewing strategic plans, goals, objectives, resource allocation policies, major challenges and successes.

5.2.4. **Self-Report:** The president shall prepare a confidential self-evaluation based upon the criteria of evaluation outlined in Section 5.4. of this policy as well as the presidential charge received from the Chair of the Board of Regents at the beginning of his/her presidency. The self-report shall be submitted to the Commissioner or Evaluation Consultant and provided to the Evaluation Committee.

## 5.3. Evaluation Process

5.3.1. **Confidential Interviews:** Confidentiality shall be observed throughout the interview process. The Evaluation Committee will assure those being interviewed that their responses will remain confidential and that only a composite of responses will be made available to the Regents and the president.

5.3.2. **Required Interviews:** In addition to the interviewees identified by the president during the planning of the evaluation, the Evaluation Committee will interview a representative sample of vice presidents, deans, academic and administrative department heads, faculty, students, and community and alumni leaders. The Evaluation Committee shall also take into consideration input provided by the Faculty Senate, Board of Trustees, and Board of Regents. The Evaluation Consultant may also solicit written comments about the president's performance from various internal and external constituencies. Any written comments provided must be signed and will remain confidential. The Consultant shall not utilize a questionnaire or survey as part of the evaluation procedure.

5.3.3. **Format of Interviews:** The Evaluation Committee will normally spend at least two days at the institution conducting interviews. Appropriate accommodations will be made for conducting interviews at the campus location(s).

5.3.4. **Exit Meeting:** Prior to the end of the campus evaluation visit, the Evaluation Committee Chair (Evaluation Consultant) will meet with the president to review the preliminary results and to follow up on any questions that may remain.

5.4. **Subject of Interviews:** The Evaluation Committee will function as a fact-finder, and should review and carry out its duties consistent with this statement. In conducting the interviews, the Evaluation Committee members should ask those being interviewed to express their best judgment as to the performance of the chief executive officer in the following areas. All of the items below may not be appropriate as items of inquiry for all individuals being interviewed. In such cases the items should be omitted from the interview process.

5.4.1. **Budgetary Matters and Fiscal Management**

5.4.1.1. Evidence of sound fiscal management, including the ability to address budgetary matters in a way that achieves more efficient and effective use of resources.

5.4.1.2. Ability to allocate fiscal resources in a manner that is conducive to achieving institutional goals and objectives.

5.4.1.3. Ability to comprehend and evaluate fiscal and budgetary matters.

5.4.1.4. Ability to attract funds for the institution.

5.4.2. **Academic Administration and Academic Planning**

5.4.2.1. Existence of well developed and widely understood institutional goals and objectives.

5.4.2.2. Ability to link planning, resource allocation, and evaluation functions and a quality of judgment demonstrated in establishing ultimate priority in those areas.

5.4.2.3. Existence of a good academic program review procedure designed to serve as a basis for staff allocation and budgetary support, the evaluation of the quality of instruction, and to assist in the implementation of the university's or college's institutional goals and objectives.

5.4.2.4. Ability to initiate curricular change in response to student and societal interests and needs.

5.4.2.5. Awareness of educational ideas, trends, and innovations.

5.4.3. **Personnel**

5.4.3.1. Evidence of ability to relate to faculty and staff within the particular governance structure of the institution.

5.4.3.2. Effectiveness in forming, developing, and supervising an administrative network for making and implementing policies.

5.4.3.3. Evidence of the chief executive officer's commitment to make personnel changes when those changes are necessary to further enhance the effectiveness of the institution.

5.4.3.4. Evidence of ability to select strong subordinates.

5.4.3.5. Ability of the chief executive officer to have trust and confidence of subordinates.

5.4.3.6. Evidence of ability to seek and use counsel of immediate subordinates.

5.4.3.7. Ability to determine those issues which are the proper responsibility of subordinates and those which require the action of the chief executive officer.

5.4.3.8. Evidence of ability to delegate responsibility to subordinate managers and to support them in carrying out their responsibilities.

5.4.3.9. Evidence of an ongoing procedure for evaluation of other members of the institutional management team.

#### 5.4.4. Decision Making and Problem Solving

5.4.4.1. Ability to assume responsibility for decisions.

5.4.4.2. Sensitivity to individuals affected by decisions.

5.4.4.3. Ability to deal with reaction to unpopular decisions.

5.4.4.4. Ability to identify and analyze problems and issues confronting the institution.

5.4.4.5. Ability to identify potential areas of conflict.

5.4.4.6. Ability to comprehend the inter-related nature of such factors as budgeting, curriculum, social and political realities, group interests and pressures, laws, and rules and regulations having implications for the management of the institution.

5.4.4.7. Ability to initiate new ideas and change.

5.4.4.8. Ability to make decisions in critical situations and to handle crises.

5.4.4.9. Ability to communicate ideas, information, and resources for decisions.

5.4.4.10. Awareness of implications of decisions.

5.4.4.11. Ability to re-evaluate and if necessary retract decisions.

5.4.4.12. Where appropriate, ability to involve institutional groups and individuals in support of decisions and in their implementation.

5.4.4.13. Ability to surmount personal criticism.

#### 5.4.5. External Relations

5.4.5.1. Ability to relate to and communicate with the community in which the institution is located.

5.4.5.2. Evidence of an active alumni program.

5.4.5.3. Ability to meet the social obligations of a chief executive officer.

5.4.5.4. Ability to work with other chief executive officers in the System.

5.4.5.5. Ability to understand the role of politics and governmental offices in higher education.

5.4.5.6. Ability to relate to legislators, the Governor's office, other state and federal agencies, and with other public officials on matters affecting the institution.

5.4.5.7. Ability to represent the institution to its various public's.

**5.4.6. Relationship to the Institutional Board of Trustees and to the Board of Regents**

5.4.6.1. Ability to provide professional leadership for the institutional Board of Trustees or in the case of the Commissioner for the Board of Regents and to supply it with professional judgments on matters affecting the institution.

5.4.6.2. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents informed of all relevant issues affecting or having bearing on managerial policies of the institution.

5.4.6.3. Effectiveness in keeping the institutional Board of Trustees and the Board of Regents abreast of local, state, and regional affairs affecting the institution.

5.4.6.4. Ability to identify for the Trustees and the Regents problems confronting the institution and to assess alternative solutions and to recommend appropriate action.

5.4.6.5. Ability to carry out duties which have been or may be delegated or assigned to the chief executive officer by the Board of Regents or by the institutional Board of Trustees.

5.4.6.6. Ability to review and analyze budgetary problems and to make effective presentations on the same to the institutional Board of Trustees and the Board of Regents.

**5.4.7. Student Affairs**

5.4.7.1. Evidence of formal and informal mechanisms for involving students in decision making.

5.4.7.2. Evidence of effective recruitment, admission, counseling, and placement programs.

5.4.7.3. Ability to relate to students as individuals and in groups.

5.4.7.4. Evidence of sensitivity on the part of the chief executive officer to individual differences and tolerance of and respect for such differences.

5.5. Evaluation Report

5.5.1. **Report to be Factual:** The Evaluation Committee Chair shall compile factual information gathered during the course of the evaluation in a written report documenting the president’s strengths and areas for future focus and improvement.

5.5.2. **Opportunity for Response:** The Chair will submit the final, confidential report to the Commissioner for transmittal to the president, and the president shall be given the opportunity to prepare a written response to the report.

5.5.3. **Review by Regents’ Officers:** the Evaluation Report, together with the president’s response to the Report and the president’s self-evaluation, will be sent to the Chair and Vice Chair of the Board of Regents, and to the president’s Resource and Review Team.

5.5.4. **Review by Board of Regents:** As soon as practical after the submission of the evaluation reports, the president will meet with the Commissioner, the Chair and Vice Chair of the Board of Regents to review the findings and recommendations of the Evaluation Report.

5.5.5. **Recommendations to Board of Regents:** At the conclusion of the evaluation process, the Chair of the Board of Regents may recommend commendations or other actions to the Board of Regents.

5.5.6. **Retention of Report in Personnel File:** A copy of the Evaluation Report, together with a copy of the president’s self-evaluation and response to the Report, will be retained as a confidential record in the president’s personnel file.

5.5.7. **Confidentiality of Report:** The Evaluation Report, including all documents pertaining thereto, including all notes, drafts, records of meetings conducted during the course of the evaluation, and all recommendations and responses, are confidential personnel records protected from disclosure by Utah law.

5.6. Application of Evaluation Procedures to Commissioner

5.6.1. **General Procedures to Be Followed:** The evaluation of the Commissioner shall generally follow the procedures outlined in this policy for the evaluation of presidents.

5.6.2. **Variations to be Determined in Consultation with Commissioner:** Variations in the specific procedures and timelines specified for the evaluation of presidents may be needed for the evaluation of the Commissioner, and shall be determined by the Chair and Vice Chair of the Board of Regents upon consultation with the Commissioner.

SCHEDULE FOR EVALUATION OF PRESIDENTS

Institution	Year of CEO Appointment	First Evaluation	Second Evaluation	Third Evaluation
Dixie State University	2010	2011	2015	2019
Salt Lake Community College (interim)	2014			
Snow College (interim)	2014			



Southern Utah University	2014	2016	2020	2024
University of Utah	2012	2014	2018	2022
Utah State University	2005	2007	2011	2015
Utah Valley University	2009	2010	2014	2018
Weber State University	2013	2015	2019	2023
Commissioner of Higher Education	2012	2014	2018	2022

The evaluations under this policy shall occur in the spring in lieu of the spring review under R208.  
Evaluations begin in year 2 and occur every four years thereafter (during years 6, 10, etc).



## R506, Inventory of Budget Related and Self Supporting Courses<sup>1</sup>

R506-1. Purpose: To provide guidance to the categorization of courses as budget-related or self-supporting for state funding purposes.

### R506-2. References

- 2.1. Utah Code [§53B-7-101](#) (Combined Requests for Appropriations - Appropriation Formulas)
- 2.2. Policy and Procedure [R501](#), Budgeting Definitions and Guidelines
- 2.3. [Enrollment Category Decision Tree](#) ~~for Acrobat Reader~~

### R506-3. Utah System of Higher Education Course Inventory

- 3.1. **Supervised Instruction:** For courses to be included in the USHE Course Inventory, instruction must occur and the institution must supervise the instruction.
- 3.2. **Separate Designation for Credit and Not for Credit Courses:** Whenever a specific course offering can be taken either for credit or not for credit, the different registration categories are to be provided by separate section numbers scheduled at the same time and location.

### R506-4. Budget-Related Courses for State Funding Purposes

- 4.1. **Budget-Related Regular (BA):** (course must meet all of the following criteria)
  - Course is for credit.
  - Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
  - Board approved tuition is assessed.
  - All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
  - Course is taught in Utah or through study abroad.
  - Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
  - Course level is ~~400~~ [1000](#) or above (non-~~remedial~~ [developmental](#))

[#AND# \(course must also meet all points of one of the following two sets of criteria\)](#)

- 4.1.1. ~~#AND# (course must also meet all points of one of the following two sets of criteria)~~ [Offered to the general public](#)
  - Course section is offered to the general public not primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
  - Course is not a correspondence course.

<sup>1</sup> Approved September 12, 1997, revised August 7, 1998, amended April 20, 2001, March 14, 2002, March 10, 2006 and October 26, 2006.

- Course is not for concurrent enrollment students (i.e. for secondary students concurrently receiving college credit and high school credit).

#OR#

4.1.2. ~~#OR#~~ Not offered to the general public

- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was not developed specifically for a particular business or organization.
- Course enrollees are not predominantly non-matriculated employees of the institution.

4.2. Budget-Related Concurrent Enrollment (BC): (course must meet one of the following sets of criteria)

4.2.1. Offered at high school site via technology

- Course is for credit.
- Course is offered at a high school site.
- Course is a concurrent enrollment course (i.e. for secondary students concurrently receiving college credit and high school credit).
- Course is delivered via technology.

#OR#

4.2.2. ~~#OR#~~: Not offered at high school site

- Course is for credit.
- Course is not offered at a high school site.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is ~~400~~ 1000 or above (non-~~remedial~~ developmental).
- Course is not a correspondence course.
- Course is for concurrent students.

4.3. Budget-Related ~~Remedial~~ Developmental (BU): (course must meet all of the following criteria)

- Course is for credit.
- Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.

- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is below ~~400~~ 1000.
- Course is taught by WSU, Snow, Dixie [DSU](#), [CEU](#), [UVSC](#) [UVU](#), or SLCC or by USU at its branch campuses or continuing education centers after a community college chooses not to exercise its right of first refusal to offer a [remedial developmental](#) class.

4.4. Budget-Related STIT (BV): (course must meet all of the following criteria)

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program (i.e. [remedial developmental](#)).
- Course is a short-term intensive training course funded with state STIT appropriations.

4.5. Budget-Related Non Credit ~~ATE~~ [CTE](#) (BY): (course must meet all of the following criteria)

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program (i.e. [remedial developmental](#)).
- Course is not a short-term intensive training course funded with state STIT appropriations.
- ~~Course is not funded by ATCSR funding (i.e. appropriation made to either public education or higher education funneled to the institution to support ATC-type training programs in areas of the state without freestanding ATC's).~~
- Course is not funded by Custom Fit funding (i.e. appropriation made to public education funneled to the institution to support company-specific vocational training programs).
- Course is creditable towards a Board approved degree/award program or is a pre-requisite to such program.

R506-5. Self-Supporting Courses for State Funding Purposes

5.1. Self-Supporting Regular (SD): (course must meet all points of any one of the following sets of criteria)

5.1.1. Not for credit: Not vocational or vocational pre-requisite

- Course is not for credit.
- Course is not vocational or pre-requisite to a vocational program (i.e. [remedial developmental](#)).

[#OR#](#)

5.1.2. ~~#OR#~~: Not creditable towards a Board approved degree/award program

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program (i.e. [remedial developmental](#)).
- Course is not a short-term intensive training course funded with state STIT appropriations.
- ~~Course is not funded by ATCSR funding.~~
- Course is not funded by Custom Fit funding.
- Course is not creditable towards a Board approved degree/award program or is a pre-requisite to such program.

[#OR#](#)

5.1.3. ~~#OR#~~: For credit: Board approved tuition not assessed

- Course is for credit.
- Board approved tuition is not assessed.

[#OR#](#)

5.1.4. ~~#OR#~~: Instructor costs not paid by institutional funds

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are not paid for by institutional funds (e.g. external funds have been received or ear-marked to pay instructor costs).

[#OR#](#)

5.1.5. ~~#OR#~~: Not taught in Utah or through study abroad

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is not taught in Utah or through study abroad.

[#OR#](#)

5.1.6. ~~#OR#~~: Not part of regular curriculum - not taught on a full-term basis

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is not part of regular curriculum or is not taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.

[#OR#](#)

5.1.7. ~~#OR#~~: Not offered to general public

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is ~~400~~ [1000](#) or above (non-~~remedial~~ [developmental](#))
- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).

- Course was developed specifically for a particular business or organization.

#OR#

5.1.8. ~~#OR#~~: In-service training for institutional employees

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is ~~400~~ 1000 or above (non-~~remedial~~ developmental)
- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was not developed specifically for a particular business or organization.
- Course enrollees are predominantly non-matriculated employees of the institution.

#OR#

5.1.9. ~~#OR#~~: Correspondence study

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is ~~400~~ 1000 or above (non-~~remedial~~ developmental)
- Course section is offered to the general public not primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course is a correspondence course.

5.2. Self-Supporting Concurrent Enrollment (SF): (course must meet all of the following criteria)

- Course is for credit.
- Course offered at a high school site.
- Course is a concurrent enrollment course (i.e. for secondary students concurrently receiving college credit and high school credit).
- Course is not delivered via technology.

5.3. Self-Supporting ~~Remedial~~ Developmental (SM): (course must meet all of the following criteria)

- Course is for credit.
- Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.

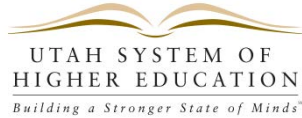
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is below ~~400~~ 1000.
- Course is taught by one of the following institutions: UU, USU (unless it is considered budget related under 4.3), or SUU.

~~5.4. Self-Supporting ATCSR (SP): (course must meet all of the following criteria)~~

- ~~• Course is non credit.~~
- ~~• Course is vocational or pre-requisite to a vocational program (i.e. remedial).~~
- ~~• Course is funded by ATCSR funding (i.e. appropriation made to either public education or higher education funneled to the institution to support ATC-type training programs in areas of the state without freestanding ATC's).~~

~~5.5~~ 4. Self-Supporting Custom Fit (SQ): (course must meet all the following criteria)

- Course is non credit.
- Course is vocational or pre-requisite to a vocational program (i.e. ~~remedial~~ developmental).
- Course funded by Custom Fit funding (i.e. appropriation made to public education funneled to the institution to support company-specific vocational training programs).



## R506, Inventory of Budget Related and Self Supporting Courses<sup>1</sup>

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R506-1. Purpose: To provide guidance to the categorization of courses as budget-related or self-supporting for state funding purposes.

### R506-2. References

- 2.1. Utah Code [§53B-7-101](#) (Combined Requests for Appropriations - Appropriation Formulas)
- 2.2. Policy and Procedure [R501](#), Budgeting Definitions and Guidelines
- 2.3. [Enrollment Category Decision Tree](#)

### R506-3. Utah System of Higher Education Course Inventory

- 3.1. **Supervised Instruction:** For courses to be included in the USHE Course Inventory, instruction must occur and the institution must supervise the instruction.
- 3.2. **Separate Designation for Credit and Not for Credit Courses:** Whenever a specific course offering can be taken either for credit or not for credit, the different registration categories are to be provided by separate section numbers scheduled at the same time and location.

### R506-4. Budget-Related Courses for State Funding Purposes

- 4.1. **Budget-Related Regular (BA):** (course must meet all of the following criteria)
  - Course is for credit.
  - Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
  - Board approved tuition is assessed.
  - All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
  - Course is taught in Utah or through study abroad.
  - Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
  - Course level is 1000 or above (non-developmental)

**#AND#** (course must also meet all points of one of the following two sets of criteria)

#### 4.1.1. Offered to the general public

- Course section is offered to the general public not primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course is not a correspondence course.
- Course is not for concurrent enrollment students (i.e. for secondary students concurrently receiving college credit and high school credit).

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<sup>1</sup> Approved September 12, 1997, revised August 7, 1998, amended April 20, 2001, March 14, 2002, March 10, 2006 and October 26, 2006.



#OR#

4.1.2. Not offered to the general public

- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was not developed specifically for a particular business or organization.
- Course enrollees are not predominantly non-matriculated employees of the institution.

4.2. Budget-Related Concurrent Enrollment (BC): (course must meet one of the following sets of criteria)

4.2.1. Offered at high school site via technology

- Course is for credit.
- Course is offered at a high school site.
- Course is a concurrent enrollment course (i.e. for secondary students concurrently receiving college credit and high school credit).
- Course is delivered via technology.

#OR#

4.2.2. Not offered at high school site

- Course is for credit.
- Course is not offered at a high school site.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is 1000 or above (non- developmental).
- Course is not a correspondence course.
- Course is for concurrent students.

4.3. Budget-Related Developmental (BU): (course must meet all of the following criteria)

- Course is for credit.
- Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is below 1000.

- Course is taught by WSU, Snow, DSU, UVU, or SLCC or by USU at its branch campuses or continuing education centers after a community college chooses not to exercise its right of first refusal to offer a developmental class.

4.4. Budget-Related STIT (BV): (course must meet all of the following criteria)

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program (i.e. developmental).
- Course is a short-term intensive training course funded with state STIT appropriations.

4.5. Budget-Related Non Credit CTE (BY): (course must meet all of the following criteria)

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program (i.e. developmental).
- Course is not a short-term intensive training course funded with state STIT appropriations.
- Course is not funded by Custom Fit funding (i.e. appropriation made to public education funneled to the institution to support company-specific vocational training programs).
- Course is creditable towards a Board approved degree/award program or is a pre-requisite to such program.

R506-5. Self-Supporting Courses for State Funding Purposes

5.1. Self-Supporting Regular (SD): (course must meet all points of any one of the following sets of criteria)

5.1.1. Not for credit: Not vocational or vocational pre-requisite

- Course is not for credit.
- Course is not vocational or pre-requisite to a vocational program (i.e. developmental).

#OR#

5.1.2. Not creditable towards a Board approved degree/award program

- Course is not for credit.
- Course is vocational or pre-requisite to a vocational program (i.e. developmental).
- Course is not a short-term intensive training course funded with state STIT appropriations.
- Course is not funded by Custom Fit funding.
- Course is not creditable towards a Board approved degree/award program or is a pre-requisite to such program.

#OR#

5.1.3. For credit: Board approved tuition not assessed

- Course is for credit.
- Board approved tuition is not assessed.

#OR#

**5.1.4. Instructor costs not paid by institutional funds**

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are not paid for by institutional funds (e.g. external funds have been received or ear-marked to pay instructor costs).

#OR#

**5.1.5. Not taught in Utah or through study abroad**

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is not taught in Utah or through study abroad.

#OR#

**5.1.6. Not part of regular curriculum - not taught on a full-term basis**

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is not part of regular curriculum or is not taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.

#OR#

**5.1.7. Not offered to general public**

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is 1000 or above (non- developmental)
- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was developed specifically for a particular business or organization.

#OR#

**5.1.8. In-service training for institutional employees**

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is 1000 or above (non- developmental)
- Course section is not offered to the general public and is primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course was not developed specifically for a particular business or organization.
- Course enrollees are predominantly non-matriculated employees of the institution.

#OR#

#### 5.1.9. Correspondence study

- Course is for credit.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is 1000 or above (non- developmental)
- Course section is offered to the general public not primarily intended for members of particular groups (i.e. companies, school district courses for teachers, in-service training).
- Course is a correspondence course.

#### 5.2. Self-Supporting Concurrent Enrollment (SF): (course must meet all of the following criteria)

- Course is for credit.
- Course offered at a high school site.
- Course is a concurrent enrollment course (i.e. for secondary students concurrently receiving college credit and high school credit).
- Course is not delivered via technology.

#### 5.3. Self-Supporting Developmental (SM): (course must meet all of the following criteria)

- Course is for credit.
- Course is not offered at a high school site, or is offered at a high school site but is not a concurrent enrollment course.
- Board approved tuition is assessed.
- All instructor costs of the course are paid for by institutional funds (e.g. external funds have not been received or ear-marked to pay instructor costs).
- Course is taught in Utah or through study abroad.
- Course section is part of regular curriculum and is taught on a full-term basis or equivalent to a full-term basis or until a defined competency is achieved.
- Course level is below 1000.

- Course is taught by one of the following institutions: UU, USU (unless it is considered budget related under 4.3), or SUU.

5.4. Self-Supporting Custom Fit (SQ): (course must meet all the following criteria)

- Course is non credit.
- Course is vocational or pre-requisite to a vocational program (i.e. developmental).
- Course funded by Custom Fit funding (i.e. appropriation made to public education funneled to the institution to support company-specific vocational training programs).

#### Utah State University – Sale of Coal Yard Property

Utah State University (USU) has requested ratification of the sale of 1.8 acres of property to the City of Logan for their development of an additional road to meet the City's transportation master plan. The property is located at approximately 325 North 600 West, which is several blocks from the campus and was originally used to facilitate the unloading and storage of coal used to heat the University. Regents' policy authorizes institutional Boards of Trustees to approve the sale of certain properties within specified parameters without Regent approval. This sale complies with all parameters except the one that restricts such approvals to be "donated or gifted property that is not contiguous to campuses" (R710.4.5.4.5). It otherwise would not have required Regents' ratification of the sale. For additional information see attachment.

#### Utah State University – Ratifying Approval

Utah State University (USU) has requested ratification of the purchase of a .54 acre parcel of land and structure that adjoins the new Brigham City Regional Campus. Regents' policy authorizes institutional Boards of Trustees to approve the purchase of certain properties within specified parameters without Regent approval. This purchase complies with all parameters except the requirement that such properties "need to be identified on the approved campus master plan" (R710.4.5.4.2.1). It otherwise would not have required Regents' ratification of the purchase. For additional information see attachment.



March 12, 2014

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

Dear Commissioner Buhler:

Utah State University desires to submit the following information item to the Board of Regents regarding the sale of 1.8 acres of land located at approximately 325 North 600 West, Logan Utah 84321 to the City of Logan for the development of an additional road to meet the City's transportation master plan. The land is not contiguous to the University campus. The sale was approved by the Utah State University Board of Trustees.

The property was originally used to facilitate the unloading and storage of coal delivered by train that was used to provide heat to the University. Some time ago, the University converted to an alternative heating source which ended the original purpose of the property.

The property appraised for \$195,000 with the assumption that the "site is cleaned and available for commercial development." The City of Logan suggested the cleanup could cost as much as \$50,000 for labor, equipment, and material disposal. The University's Environmental Health & Safety office agreed with the estimated cleanup costs and associated liability. Rather than the University cleaning up the property, it was proposed and accepted to share the cleanup costs by reducing the sale price to \$170,000.

We appreciate your support.

Sincerely,



David T. Cowley  
Vice President  
for Business & Finance

cc: Greg Stauffer, Associate Commissioner for Planning, Finance & Facilities  
Stan Albrecht, President





July 9, 2013

Utah State University  
Mr. Dale Huffaker  
1445 Old Main Hill  
Logan, Utah 84322-1445

Dear Mr. Huffaker:

At your request, I have prepared the attached appraisal report of 1.80 acres of land located at approximately 325 North 600 West in Logan, Utah.

I personally inspected the property on June 27, 2013, and have gathered the market data and completed the analysis necessary to estimate the market value of the fee simple estate of the subject property.

The appraisal is intended to conform to the Uniform Standards of Professional Appraisal Practice (USPAP) and with the Standards and Code of Professional Ethics of the Appraisal Institute. The appraisal will be written in a summary reporting format and employ all applicable approaches to value.

Based on my investigation and analysis, it is my opinion that the market value of the fee simple interest in the subject property as of June 27, 2013 is:

***ONE HUNDRED NINETY-FIVE THOUSAND DOLLARS***  
***(\$195,000.00)***

The appraisal relies on two Extraordinary Assumptions. First, the valuation assumes there is 1.80 acres of land which equates to 78,408 square feet. The second assumption is that the land has adequate access over the railroad's right-of-way to permit commercial development.

The appraisal is also subject to the Hypothetical Condition that the existing building and site improvements have been removed and the site is cleaned and available for commercial development. Factors regarding the Extraordinary Assumptions and Hypothetical Condition will be detailed in the Introduction and Site Description sections of the appraisal report.

The following report contains, in part, the data and analysis on which the value estimate is based. Your attention is called to the section found in the addendum entitled "limiting conditions" as it sets forth the general conditions and assumptions upon which the value estimate is made.

Respectfully submitted,



Thomas D. Singleton, MAI



March 10, 2014

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

Dear Commissioner Buhler:

Utah State University desires to receive ratifying approval for the acquisition of a parcel of land that adjoins the property selected as the new location of the USU Brigham City Regional Campus. The acquisition is a building and 0.54 acres located at 969 South Main Street, Brigham City, Utah. The purchase was approved by the Utah State University Board of Trustees.

The property was purchased from Town's Edge Car Wash, Inc., an Illinois corporation for the appraised value of \$435,000. USU has agreed to lease the property back to Town's Edge to allow for the continued operation of the car wash until April 30, 2014, at which time Town's Edge will remove any personal property, parts, supplies, tools, signage, equipment, etc., and immediately vacate the premises. USU intends to demolish the building prior to the construction of the new Brigham City Academic Building.

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

Sincerely,



David T. Cowley  
Vice President  
for Business & Finance

cc: Greg Stauffer, Associate Commissioner for Planning, Finance & Facilities  
Stan Albrecht, President



**McCoy Appraisal, Inc.**

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1264 North 2550 East, Layton, Utah 84040 Telephone (801)-444-0231 Facsimile (801)-444-0232

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September 30, 2013

Mr. Dale C. Huffaker  
Director Real Property Administration  
Utah State University  
1445 Old Main Hill  
Logan, Utah 84322-1445

RE: Super Wash  
969 South Main Street  
Brigham City, Utah 84302

Dear Mr. Huffaker:

At your request, I have conducted an appraisal of the above referenced property. The purpose of the appraisal has been to estimate the current market value of the fee-simple estate. The intended use of the report is to assist with acquisition decisions.

The attached report is a restricted use appraisal report, as defined by USPAP (please make reference to the Scope of Work section). In the body of the report are the data, analyses and opinions that were used to develop the single-most applicable approach to value. A final value estimate of \$435,000 (Four Hundred Thirty Five Thousand Dollars) is concluded for the subject as of September 30, 2013.

I consider 8 months to be a reasonable marketing period for a property of this type.

Thank you for this assignment. Please contact me if you have any questions or if I can help in any way.

Respectfully submitted,

Kenneth C. McCoy, MAI

Utah State-Certified General Appraiser 5451905-CG00 Expires 8-31-14
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March 19, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2014 Legislative Session Report and Budget Update

Background

The 2014 Legislative Session concluded on March 13, 2014. Overall, it was a very significant session for higher education. The Legislature approved new funding for Higher Education with an on-going increase of \$81.5 million (11.3%) and one-time increases of \$3.9 million (0.5%). This is significantly larger than the \$41.5 million increase in ongoing funds received in 2013, and the largest overall increase in several years. A major component to this year's increases was Mission-Based Funding including \$50 million for *Acute Equity* as well as \$7 million for distinctive mission.

\$57.4 million was appropriated for a new science building at Weber State University, and \$26.5 million for instructional buildings on the Brigham City and Price (USU Eastern) Campuses of Utah State University. In addition to the budget, several bills supported by USHE were approved by the Legislature.

Issue

The following documents detail the results of actions taken during the 2014 Legislative Session:

- Final Legislative Report
- Summary of Appropriations, 2014 General Session (Tax Funds Only)
- Legislative Action on Capital Facilities for 2014-2015
- 2014-2015 Tax Fund Appropriations by Institution
- Comparison of New Appropriated Ongoing Operating Budgets
- 2014-2015 Appropriation Detail (5 pages)
- Operating Budget Comparison

One of the appropriations acts, House Bill 2, includes intent language for all USHE institutions and the State Board of Regents as follows:

"The Legislature intends that [all USHE institutions] report on the following performance measures: (1) graduation rates (100 percent, 150 percent, and 200 percent) by cohort, with comparisons to national averages; (2) transfer and retention rates, by cohort; (3) job placement rates following graduation, by classification of instructional program (CIP) where feasible; (4) cost per degree as

defined by CIP, with comparisons to national averages, if available; and (5) percentage of students enrolling in, and successfully completing, developmental mathematics course who immediately or concurrently enroll in college level math (1030 or higher). The Legislature intends that this information be available to the Higher Education Appropriations Subcommittee by January 15, 2015."

Between now and the 2015 Legislative Session the Commissioner's Office will be working with institutions to provide the information requested in this intent language.

Commissioner's Recommendation

This is an information item only, no action is required, however, it is recommended that the Board thank the Presidents, their legislative liaisons, the Commissioner's staff, and all who assisted with the legislative session.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GLS/BLS/SJ  
Attachments

**Session Overview.** With the 2014 legislative session over and the state budget finalized, the Utah Legislature has shown substantial commitment to the state's public colleges and universities. Going into this year's session, USHE's universities and colleges were educating students for 27% less state tax funds per student than in 2008. After taking into account tuition with state tax funds, Utah universities and colleges have been spending \$600 dollars less per full-time equivalent student. To achieve the statewide 66% goal supported by the Governor and the legislature, a significant increase in state support for higher education is required to expand capacity and ensure access and quality.

The increase in appropriations to USHE this legislative session is the culmination of a year of hard work, coordination, and united support by Regents, Presidents, Trustees, staff, and legislative champions. These efforts were key in helping achieve such great success during the 2014 legislative session.

**2014-2015 Budget.** The legislature had significant new revenues available with an increase of \$253 million and a slight increase in one-time revenue of \$144 million. These revenues were slightly less than the growth in state tax revenues for the previous fiscal year (ongoing revenue was up \$264 million, and one-time revenue was up \$161 million).

The legislature made a significant commitment in support of public higher education. USHE received a compensation increase of 1.25%, along with additional funding to help cover healthcare and retirement cost increases. For mission-based funding, \$50 million of the Regents' \$69.7 million request was funded for Acute Equity, which goes to UVU, SLCC, WSU, DSU and the Regional Campuses of USU. We are grateful that long-standing acute equity and capacity issues at several institutions were addressed with major new funding. Mission Based Funding Distinctive Mission, which goes to each institution, was funded at \$7 million. This will help with initiatives to increase participation, completion, and regional economic development. Finally \$1.5 million in one-time funds was appropriated to continue the performance-based funding initiative started last year.

Other appropriations include one-time funding to the popular Regents' Scholarship (\$3 million) as well as New Century Scholarship (\$500,000) sufficient to fund the full award amounts. Ongoing funds were approved for the second part of funding for the Veterinary Science program at Utah State (\$1.5 million), funding for graduate programs at Utah State University (\$500,000 on-going and \$500,000 one-time funds), implementation of the university mission at Dixie State (\$2 million), and the Snow College Concurrent Enrollment Program (\$1.3 million). Additional ongoing appropriations include the Dixie Crime Lab (\$250,000), USHE college readiness initiative (\$1 million), and Veterans Tuition Gap Coverage (\$125,000). Other one-time appropriations include \$500,000 for the USU Water Conservation program and \$150,000 for the University of Utah Nursing Program. Significant funding was also provided for capital improvements, including for infrastructure at the University of Utah.

These appropriations amount to an overall USHE budget increase of 11.8%, a significant increase from last year's 6.4%. The Co-Chairs of the Higher Education Appropriations Committee, Representative Keith Grover and Senator Stephen Urquhart, were instrumental in advocating the USHE budget priorities particularly during the final crucial days of the legislative session.

**Capital Budget.** Funding for two of the Regents' top capital development priorities were approved by the legislature: \$57.4 million for a new science building at Weber State University, and \$26.5 million for instructional buildings on the Brigham City and Price (USU Eastern) Campuses of Utah State University. Intent language was adopted authorizing the University of Utah to proceed with design of the Crocker Science Building with donated funds.

Detailed information on appropriations and capital facilities, prepared by Associate Commissioner Greg Stauffer and his staff, is attached to this report.

**Key Legislation of Interest to USHE Approved by the Legislature:**

- **HB 32, College Credit for Veterans** by Rep. Tim Cosgrove, modifies legislation passed in the 2013 Legislative session requiring student veterans to meet with a student advisor before the award of credit. New legislation requires USHE institutions to provide written notification to student veterans of the requirement to meet with a college counselor before being eligible to transfer college credit. The bill was endorsed by the Veterans Reintegration Taskforce during the interim.
- **HB 45, In-State Tuition for Military Servicemembers and Veterans** by Rep. Curt Oda, provides ability for military service members, veterans and their immediate family members to be considered a resident for in-state tuition purposes.
- **HB 72, Higher Education Grievance Procedure** by Rep. Mark Wheatley, requires the Board of Regents to enact regulations pertaining to an employee grievance. The legislation requires sworn testimony for hearings related to employee demotions and terminations. The bill was amended to exclude faculty.
- **HB 92 (1<sup>st</sup> Sub.), Utah Telehealth and Education Network Amendments** by Rep. Ronda Rudd Menlove, combines the functions of the Utah Education Network and the Utah Telehealth Network and the board membership of the Utah Education Network.
- **HB 405 (1<sup>st</sup> Sub.), Postsecondary School State Authorization\*** by Rep. James Dunnigan, modifies requirements for proprietary colleges and universities and allows the Dept. of Commerce to enter into interstate reciprocity agreements on behalf of USHE, alleviating the requirement for institutions to individually enter into such agreements. This provides a more efficient and coordinated process for institutions to offer services in other states (e.g. distance education).
- **HB 426, Retirement Participation Amendments** by Rep. Don Ipson, requires an entity to continue participation or withdraw in the Utah Retirement System by January 1, 2015. If an entity withdraws, it would be required to pay the actuarial and administrative costs. The sponsor amended the bill exempting higher education institutions.
- **SB 16, Veterans Tuition Gap Coverage\*** by Sen. Luz Robles, provides state funded grants to qualifying military veterans who have maximized federal financial aid benefits.



- **SB 22 (2<sup>nd</sup> Sub.), Workforce Services Job Listing Amendments**, by Sen. Peter Knudson, requires government entities to advertise job openings on the state website, jobs.utah.gov. The substitute bill excludes job postings for USHE faculty and student-related positions.
- **SB 34 (3<sup>rd</sup> Sub.), Governance of the Utah Education and Workforce Alliance** by Sen. Howard Stephenson, initially proposed a multi-agency governing board for the Utah Futures and Utah Data Alliance initiatives, to be administered by the Utah Education Network. A substitute bill during the final hour of the session provided ongoing funds to the Utah Data Alliance and an study for further development of the Utah Futures application.
- **SB 38 (1<sup>st</sup> Sub.), Snow College Concurrent Education Program\*** by Sen. Ralph Okerlund, establishes a program that requires Snow College to provide concurrent enrollments courses via interactive video to rural school districts under the direction of the Board of Regents.
- **SB 40 (1<sup>st</sup> Sub.) Financial and Economic Literacy Amendments** by Sen. Pat Jones, requires an end of course assessment to the general financial literacy course required in high school. Course instruction specifically required information regarding the Federal Application for Financial Student Aid (FAFSA).
- **SB 62 (1<sup>st</sup> Sub.) Utah Science Technology and Research Governing Authority Amendments** by Sen. Brian Shiozawa, makes changes to the governance and reporting requirements of USTAR in response to audit findings published in late 2013.
- **SB 68, Veterans Centers** by Sen. Peter Knudson, requires the State Board of Regents to study the feasibility of providing a veterans center or veterans services at each USHE institution as well as develop a plan for implementing those services.
- **SB 150, Education Taskforce Reauthorization** by Sen. Stuart Reid, reauthorizes the work of the Education Taskforce that was initiated in 2013.
- **SB 167, Regulation of Drones** by Sen. Howard Stephenson, enacts regulations regarding the operation of unmanned aerial vehicles except in specified situations including research by higher education institutions for non-law enforcement activity.
- **SB 169, Public Meeting Materials Requirements** by Sen. Deidre Henderson, requires public bodies to require an individual who publicly presents electronic information (e.g. PowerPoint presentations) at an open meeting to provide an electronic or hard copy of the electronic information.
- **SB 170 (1<sup>st</sup> Sub.), Education Loan Amendments** by Senator Peter Knudson, would have modified the Utah Consumer Code in relation to student loans limiting garnishments related to student loans provided by private lenders. This bill replaces a previous version that would have negatively impacted USHE institutions as well as the Utah Higher Education Assistance Authority (UHEAA).
- **SB 172, Capital Improvement and Capital Development Project Amendments** by Sen. Wayne Harper, adds infrastructure to the definition of replacement cost of existing state facilities, and prohibits the design or construction of any new capital development projects until the legislature has appropriated a certain percentage of the replacement cost of existing state facilities and infrastructure to capital improvements.
- **SB 186, Contractor Licensing and Continuing Education Amendments** by Sen. Wayne Harper, modifies the requirements for licensure as a contractor, allowing experience in any construction classification to count towards employment experience and adding a required 20-hour course of instruction.

### *Failed legislation*

- **HB 161, Prohibition on Electronic Data Assistance\*\*** by Rep Marc Roberts, prohibits cooperation between a federal agency that involuntarily collects electronic data and any political subdivisions of the state. The bill would have had significant negative implications on higher education's ability to administer federal programs including federally guaranteed student loans, PELL grants, and the Free Application for Financial Student Aid (FAFSA).
- **HB 306, Licensure Modifications\*\*** by Rep. Ryan Wilcox, proposed to modify the requirements for obtaining licensure in landscape architecture by removing the requirement for an applicant to have a bachelor's or master's degree, or have completed supervised practical experience. Utah State University currently offers the only program in landscape architecture in the state. USU, together with the Utah Chapter of the American Society of Landscape Architects worked to oppose this legislation.
- **HB 345, Vending Services Operated by Blind Persons** by Rep. Richard Greenwood, would have granted the Division of Services for the Blind and Visually Impaired the first right of refusal authority to establish a vending stand or food services enterprise in any public building or on any public property, for operation by a blind person, including 4-year higher education institutions. This would have had a negative impact on the competitive bidding process for 3<sup>rd</sup> party food service vendors at USHE institutions.
- **SB 80 (1<sup>st</sup> Sub.), Statewide Online Education Amendments** by Sen. Howard Stephenson, would have allowed USHE institutions to offer a secondary school level course or a concurrent enrollment course through the Statewide Online Education Program operated by the Utah State Office of Education.
- **SB 151, Religious Freedom Instruction Requirements\*\*** by Sen. Stuart Reid, would have required students, as part of an award of a bachelor's degree, to demonstrate reasonable understanding of the Establishment Clause and the Free Exercise Clause of the First Amendment to the U.S. Constitution, including religious freedom.
- **SB 236, Higher Education Admissions Amendments\*\*** by Senator Aaron Osmond, would have prohibited the use of certain academic performance criteria such as GPA and standardized test scores, in considering the admission of certain combat veterans or children of combat veterans to an institution of higher education. Sen. Osmond has agreed to withhold this legislation and allow USHE institutions to address concerns related to the admission of combat veterans without legislation.

**Interim Legislative Advocacy.** Preparations for the 2014 legislative session began in spring 2013. Throughout the year, the legislative liaison team held regular meetings to coordinate message and strategy. The Commissioner's Office, in partnerships with institutions, responded to several audits by the Legislative Auditor General as well as numerous legislative requests for information, monitored agendas and presented at legislative interim committees; personal meetings were held with many key legislators. Prior to the session, regional legislative preview meetings were held in Logan, Ogden, Salt Lake City, Orem, and St. George. The meetings were attended by Regents and over half of all members of the legislature. In addition, a legislative preview for trustees was held the week before the start of the legislative session. Board leadership, the Commissioner, and staff worked closely with the Governor's Commission on Educational Excellence in establishing key education priorities for the Governor's Office leading into the legislative session.

**Thank You.** The Commissioner's Office expresses great appreciation for the cooperation and coordination among the institutional Presidents and their legislative liaisons. Appreciation also for the support of the Governor's Office, Prosperity 2020 and Education First. Members of the Commissioner's staff were very involved in ensuring a successful session, in particular, Spencer Jenkins, Greg Stauffer, Brian Shuppy, Melissa Miller Kincart, Christie Fox, Joe Curtin, Darren Marshall, Maria Millett, Allison Nicholson, Ralph Hardy and Peggy Huffaker.

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\* USHE took an official position in support; \*\* USHE took an official position in opposition.

## Summary of Appropriations, 2014 General Session (Tax Funds Only)

(Includes 8 Two- & Four-year Institutions, SBR Statewide Programs, and SBR Administration)

	<u>Appropriations</u>	<u>% Change From Base</u>
<b>2013-14 On-going Operating Appropriations Base Budget</b>	<b>\$724,199,000</b>	
<hr/>		
2014-15 On-going Adjustments		
Program Increases <sup>(1)</sup>	81,539,800	11.3%
Subtotal - On-going Adjustments	<u>\$81,539,800</u>	<u>11.3%</u>
<b>2014-15 On-going Budget</b>	<b>\$805,738,800</b>	<b>11.3%</b>
2014-15 One-time Adjustments		
Program Increases <sup>(2)</sup>	3,971,400	0.5%
Subtotal - One-time Adjustments	<u>\$3,971,400</u>	<u>0.5%</u>
<b>2014-15 Appropriation (Base plus 2014-15 Adjustments)</b>	<b><u>\$809,710,200</u></b>	<b><u>11.8%</u></b>

**(1) Program Increases - Ongoing**

HB2: MBF Acute Equity	50,000,000
HB7: Compensation	12,749,000
HB2: Mission Based Funding - Distinctive Mission	7,000,000
HB155: UU Poison Control	2,100,000
HB2: DSU Implementation	2,000,000
HB2: USU Veterinary Medicine Program	1,500,000
HB2: WSU and USU O&M	1,435,300
SB38: SC Concurrent Education Program	1,300,000
HB8: Internal Service Funds	1,235,100
HB2, HB3: College Readiness Initiative	1,000,000
HB3: USU Graduate Program Support	500,000
SB34: Statewide Data Alliance and Utah Futures	555,000
HB2: DSU Computer Crime Lab	250,000
SB16: Veterans Tuition Gap Coverage	125,000
HB3: UU Reading Clinic	100,000
HB3: USU ASSERT	75,000
HB3: USU Sound Beginnings	75,000
HB3: UU Tele-Health Network	(459,600)

*Total Program Increases - Ongoing* \$81,539,800

**(2) Program Increases - One-Time**

HB2: Regents' Scholarship	3,000,000
HB2: Performance Based Funding	1,500,000
HB2: New Century Scholarship	500,000
HB2: USU Extension Water Conservation	500,000
HB3: USU Graduate Program Support	500,000
HB2: UU College of Nursing	150,000
SB16: Veterans Tuition Gap Coverage	75,000
HB3: SUU Shakespeare Festival	50,000
HB2: O&M One-time Reduction	(2,303,600)

*Total Program Increases - One-Time* \$3,971,400

Utah System of Higher Education

Legislative Action on Capital Facilities for 2014-15

STATE FUNDED CAPITAL IMPROVEMENTS

SB 6, HB 2, Base Budget	\$ 46,777,300
HB 3 One-time	53,466,300
<b>TOTAL - STATE FUNDED CAPITAL IMPROVEMENTS</b>	<b>\$ 100,243,600</b>

Capital Improvement Funds are appropriated to the State Building Board which allocates funds to projects of up to \$2.5 million. USHE typically receives 55-60 percent of these funds. The amount funded is approximately 1.1% of the replacement cost of existing buildings.  
 The Legislature adopted intent language to fund the remaining \$21,235,400 needed to complete the UU utility infrastructure project over multiple years from Capital Improvement allocations.

STATE FUNDED CAPITAL DEVELOPMENT PROJECTS

	Project	Phase	Legislative Action		Future State O&M
			Cash	GO Bond	
HB 2, HB 3	WSU	Science Building *	\$ 57,400,000		\$ 711,000
HB 2	USU Eastern	Central Instructional Building	19,000,000		328,900
HB 2	USU Brigham City	Academic Building	7,500,000		365,400
HB 2	UU	Huntsman Cancer Institute	8,000,000		-
HB 2	DSU	East Elementary Property Purchase	1,000,000		-
HB 2	Snow	Sevier School Long-term Lease Buyout	3,000,000		-
HB 3	UU	Crocker Science Center **			-
<b>TOTAL - STATE FUNDED CAPITAL DEVELOPMENT PROJECTS</b>			<b>\$ 95,900,000</b>	<b>\$ -</b>	<b>\$ 1,405,300</b>

\* \$1,000,000 of the \$57,400,000 was funded as a supplemental for FY 2014 and \$56,400,000 funded for FY 2015

\*\* Legislature adopted legislative intent specifying that "the University of Utah use donated funds for planning and design"

OTHER FUNDS PROJECTS

	Institution	Project	Funding Source	Legislative Action		Future State O&M
				Approved Amount	State O&M Requested	
HB 9	UU	Lassonde Living Learning Center	Donated/Bonding*	\$ 45,238,000	n/a	n/a
HB 9	UU	Alumni House Expansion & Renovation	Donated Funds	10,000,000	n/a	n/a
HB 9	UU	Utility Distribution Infrastructure (Auxiliary)	Bonding**	32,000,000	n/a	n/a
HB 9	USU Tooele Campus	Science & Technology Building - Tooele Campus***	Donated & Institution	9,800,000	\$ 291,330	****
HB 9	SUU	Center for the Arts *****	Donated	35,000,000	n/a	n/a
<b>TOTAL - OTHER FUNDS PROJECTS</b>				<b>\$ 132,038,000</b>	<b>\$ 291,330</b>	<b>\$ -</b>

\* Bonding authorized at \$45,238,000

\*\* Bonding authorized at \$32,000,000 with \$1,500,000 of UU annual CI allocation to be used for 10 years for debt service of the bond

\*\*\* Increased authorization from \$8,000,000 to \$9,800,000

\*\*\*\* The Legislature authorized use of state funds for O&M

\*\*\*\*\* Increased authorization from \$30,000 to \$35,000 and size from 80,490 to 110,000 sq. ft.

## 2014-15 Tax Fund Appropriations by Institution

(a) 2013-14 Beginning On- Going Budget	(b) 2014-15 Ongoing Changes**		(c) 2014-15 One-time Changes ***		(d) 2014-15 Total Changes		(e) 2014-15 Operating Budget
	Amount	% Change	Amount	% Change	Amount	% Change	Amount

## 2 &amp; 4 Year Institutions

University of Utah	\$249,982,200	\$7,846,700	3.1%	\$150,000	0.1%	\$7,996,700	3.2%	\$257,978,900
Utah State University	166,396,500	13,260,800	8.0%	239,300	0.1%	\$13,500,100	8.1%	179,896,600
Weber State University	66,687,800	7,395,500	11.1%	(711,000)	-1.1%	\$6,684,500	10.0%	73,372,300
Southern Utah University	31,658,600	1,112,600	3.5%	50,000	0.2%	\$1,162,600	3.7%	32,821,200
Snow College	19,518,900	1,825,600	9.4%	0	0.0%	\$1,825,600	9.4%	21,344,500
Dixie State University	24,676,700	6,347,500	25.7%	0	0.0%	\$6,347,500	25.7%	31,024,200
Utah Valley University	69,839,600	24,063,100	34.5%	(831,900)	-1.2%	\$23,231,200	33.3%	93,070,800
Salt Lake Community College	69,490,100	17,959,700	25.8%	0	0.0%	\$17,959,700	25.8%	87,449,800
SBR Statewide Programs & Adm*	25,948,600	1,728,300	6.7%	5,075,000	19.6%	\$6,803,300	26.2%	32,751,900
<b>Subtotal - 2 &amp; 4 year</b>	<b>\$724,199,000</b>	<b>\$81,539,800</b>	<b>11.3%</b>	<b>\$3,971,400</b>	<b>0.5%</b>	<b>\$85,511,200</b>	<b>11.8%</b>	<b>\$809,710,200</b>

## Notes:

\*The increases for SBR Statewide Programs are a result of appropriations which will directly flow to institutions or students

\*\*Refer to Page 1 for detail regarding on-going budget changes

\*\*\*Refer to Page 1 for detail regarding one-time budget changes

### Comparison of New Appropriated Ongoing Operating Budgets Recommendations and Appropriations for Recent Years <sup>(1)</sup>

	INCREASE FROM PREVIOUS YEAR		INCREASE FROM PREVIOUS YEAR		USHE Share of State Tax Funds <sup>(2)</sup>
	TOTAL EXPENDITURES		STATE TAX FUNDS		
<b>2004-05</b>					
Regents' Request	\$124,544,200	14.3%	\$89,568,000	15.8%	
Gov. Walker's Recommendation	\$36,593,900	4.2%	\$22,694,500	4.0%	
Final Appropriation	\$69,202,000	7.9%	\$14,565,200	2.6%	15.0%
<b>2005-06</b>					
Regents' Request	\$62,281,300	6.9%	\$52,965,700	9.1%	
Gov. Huntsman's Recommendation	\$38,775,500	4.3%	\$32,567,500	5.6%	
Final Appropriation	\$51,117,200	5.7%	\$41,801,600	7.2%	14.9%
<b>2006-07</b>					
Regents' Request	\$80,440,700	8.3%	\$69,149,700	11.1%	
Gov. Huntsman's Recommendation	\$73,423,700	7.6%	\$52,354,300	8.4%	
Final Appropriation	\$42,184,500	4.3%	\$31,439,300	5.0%	13.9%
<b>2007-08</b>					
Regents' Request	\$88,674,800	8.7%	\$77,471,200	11.9%	
Gov. Huntsman's Recommendation	\$80,668,700	7.9%	\$61,454,600	9.5%	
Final Appropriation	\$93,324,200	9.2%	\$82,120,600	12.6%	12.9%
<b>2008-09</b>					
Regents' Request	\$102,285,200	9.1%	\$94,432,700	12.9%	
Gov. Huntsman's Recommendation	\$74,278,800	6.6%	\$61,762,900	8.4%	
Final Appropriation	\$42,674,900	3.8%	\$34,822,400	4.8%	14.2%
<b>2009-10</b>					
Regents' Request	\$37,488,600	3.2%	\$37,488,600	4.9%	
Gov. Huntsman's Recommendation	(\$75,792,000)	-6.4%	(\$75,792,000)	-9.9%	
Final Appropriation	(\$126,348,200)	-10.7%	(\$126,348,200)	-16.5%	14.2%
<b>2010-11</b>					
Regents' Request	\$61,478,900	5.6%	\$61,478,900	9.6%	
Gov. Herbert's Recommendation	\$3,953,900	0.4%	\$3,953,900	0.6%	
Final Appropriation	\$33,393,200	3.0%	\$33,393,200	5.2%	13.5%
<b>2011-12</b>					
Regents' Request	\$39,950,100	3.4%	\$39,950,100	5.9%	
Gov. Herbert's Recommendation	(\$289,100)	0.0%	(\$289,100)	0.0%	
Final Appropriation	(\$12,713,600)	-1.1%	(\$12,713,600)	-1.9%	14.1%
<b>2012-13</b>					
Regents' Request	\$61,939,900	4.9%	\$61,939,900	9.4%	
Gov. Herbert's Recommendation	\$16,064,700	1.3%	\$16,064,700	2.4%	
Final Appropriation	\$21,348,600	1.7%	\$21,348,600	3.2%	13.5%
<b>2013-14</b>					
Regents' Request	\$70,681,300	5.4%	\$70,681,300	10.4%	
Gov. Herbert's Recommendation	\$44,885,300	3.5%	\$44,885,300	6.6%	
Final Appropriation	\$41,012,300	3.2%	\$41,012,300	6.0%	13.5%
<b>2014-15</b>					
Regents' Request	\$141,083,900	10.1%	\$141,083,900	19.5%	
Gov. Herbert's Recommendation	\$39,075,900	2.8%	\$39,075,900	5.4%	
Final Appropriation	\$81,539,800	5.9%	\$81,539,800	11.3%	

(1) Includes ongoing requests, recommendations and appropriations of USHE institutions and Board of Regents line items.

(2) This column includes both ongoing and one-time appropriations (Taken from USHE Data Book Tab G Table 4).

2014-15 Appropriations Detail (including 2013-14 Supplementals)

March, 2014

Utah System of Higher Education Total

USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/Statewide Programs
Total Expenditures	1,376,852,200	482,186,100	293,311,000	132,533,900	67,568,600	28,485,300	168,995,200	127,698,900	29,376,100
Tax Fund Expenditures	727,576,900	249,282,200	169,396,500	66,937,800	31,658,600	19,518,900	67,855,100	69,352,500	28,598,600
General Fund	421,048,300	146,125,400	107,680,800	62,678,600	11,483,500	2,820,500	57,800,900	14,181,600	15,921,100
Education Fund	306,528,600	103,156,800	61,715,700	4,259,200	20,175,100	16,698,400	10,054,200	55,170,900	12,677,500
Dedicated Credits	632,996,200	222,959,000	117,883,400	65,596,100	35,910,000	8,966,400	101,140,100	58,346,400	474,400
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0
Trust Funds/Other	1,527,900	1,144,900	383,000	0	0	0	0	0	0
FTE Funded Targets	94,909	22,810	16,852	12,275	5,450	2,722	14,396	14,349	0

2013-14 Adjustments to Appropriated Budget (Including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)

Total Expenditures	16,877,400	21,345,000	(3,735,000)	3,049,200	(2,152,000)	42,900	913,900	1,442,000	0
Adjustments									
Tuition Work Program Revision	16,877,400	21,345,000	(3,735,000)	3,049,200	(2,152,000)	42,900	913,900	1,442,000	0
Financing									
Dedicated Credits	16,777,400	21,345,000	(3,835,000)	3,049,200	(2,152,000)	42,900	913,900	1,442,000	0

2013-14 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS

Total Expenditures	1,393,629,600	503,531,100	289,476,000	135,583,100	65,416,600	28,528,200	164,966,600	129,140,900	29,376,100
Tax Fund Expenditures	727,576,900	249,282,200	169,396,500	66,937,800	31,658,600	19,518,900	67,855,100	69,352,500	28,598,600
General Fund	421,048,300	146,125,400	107,680,800	62,678,600	11,483,500	2,820,500	57,800,900	14,181,600	15,921,100
Education Fund	306,528,600	103,156,800	61,715,700	4,259,200	20,175,100	16,698,400	10,054,200	55,170,900	12,677,500
Dedicated Credits	649,773,600	244,304,000	114,048,400	68,645,300	33,758,000	9,009,300	97,111,500	59,788,400	474,400
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0
Trust Funds/Other	1,527,900	1,144,900	383,000	0	0	0	0	0	0
Tax Funds % Change from Ongoing Base	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Back out 2013-14 One-time Appropriations from Base

Total Expenditures	(377,900)	700,000	0	(250,000)	0	0	(300,000)	137,600	(2,650,000)
General Fund	2,637,600	2,500,000	0	0	0	0	0	137,600	0
Education Fund	(3,015,500)	(1,800,000)	0	(250,000)	0	0	(300,000)	0	(2,650,000)

2014-15 Beginning Base Budget (2013-14 Appropriated less 2013-14 One-time)

Total Expenditures	1,393,251,700	504,231,100	289,476,000	135,333,100	65,416,600	28,528,200	166,951,100	129,278,500	26,726,100
Tax Fund Expenditures	727,199,000	249,982,200	169,396,500	66,687,800	31,658,600	19,518,900	69,899,600	69,490,100	25,948,600
General Fund	423,685,900	148,625,400	107,680,800	62,678,600	11,483,500	2,820,500	57,800,900	14,319,200	15,921,100



2014-15 Appropriations Detail (including 2013-14 Supplementals)

March, 2014

Utah System of Higher Education Total

	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/Statewide Programs
Education Fund	303,513,100	101,356,800	61,715,700	4,009,200	20,175,100	16,698,400	22,320,800	12,038,700	55,170,900	10,027,500
Dedicated Credits	649,773,600	244,304,000	114,048,400	68,645,300	33,758,000	9,009,300	22,634,300	97,111,500	59,788,400	474,400
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,527,900	1,144,900	383,000	0	0	0	0	0	0	0

2014-15 Ongoing Base Corrections, Transfers, and Adjustments

Total Expenditures	(3,034,500)	(34,500)	(3,000,000)	0	0	0	0	0	0	0
Adjustments	(3,000,000)	0	(3,000,000)	0	0	0	0	0	0	0
Reallocations	(3,000,000)	0	(3,000,000)	0	0	0	0	0	0	0
Financing										
General Fund	(14,814,200)	(14,641,000)	(173,200)	0	0	0	0	0	0	0
Education Fund	11,814,200	14,641,000	(2,826,800)	0	0	0	0	0	0	0
Trust Funds/Other	(34,500)	(34,500)	0	0	0	0	0	0	0	0

2014-15 Adjusted Beginning Base Budget

Total Expenditures	1,390,217,200	504,196,600	286,476,000	135,333,100	65,416,600	28,528,200	47,311,000	166,951,100	129,278,500	26,726,100
Tax Fund Expenditures	724,199,000	249,982,200	166,396,500	66,687,800	31,658,600	19,518,900	24,676,700	69,839,600	69,490,100	25,948,600
General Fund	408,871,700	133,984,400	107,507,600	62,678,600	11,483,500	2,820,500	2,355,900	57,800,900	14,319,200	15,921,100
Education Fund	315,327,300	115,997,800	58,888,900	4,009,200	20,175,100	16,698,400	22,320,800	12,038,700	55,170,900	10,027,500
Dedicated Credits	649,773,600	244,304,000	114,048,400	68,645,300	33,758,000	9,009,300	22,634,300	97,111,500	59,788,400	474,400
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,493,400	1,110,400	383,000	0	0	0	0	0	0	0

2014-15 Ongoing Increases

HB 7 Compensation	16,771,500	5,987,600	3,483,400	1,612,600	866,300	319,100	604,700	2,228,600	1,609,600	59,600
Tax Fund Expenditures	12,749,000	4,509,100	2,720,400	1,210,600	650,100	243,500	453,800	1,672,200	1,229,700	59,600
Salary & Related Benefits 1.25%	11,717,700	4,444,900	2,384,700	1,128,000	599,600	218,300	415,300	1,446,600	1,068,500	41,800
Financing										
General Fund	31,300	5,100	0	0	0	0	0	0	0	26,200
Education Fund	8,872,900	3,339,400	1,862,500	846,800	427,500	166,900	311,600	1,085,400	817,200	15,600
Dedicated Credits	2,812,000	1,098,900	522,200	281,200	142,100	51,400	103,700	361,200	251,300	0
Trust Funds/Other	1,500	1,500	0	0	0	0	0	0	0	0
Health 2.2%	2,577,200	775,100	536,400	251,800	145,500	56,700	98,100	416,400	288,000	9,200
Financing										
General Fund	7,200	1,100	0	0	0	0	0	0	0	6,100
Education Fund	1,956,600	586,700	418,800	189,100	109,200	43,500	73,600	312,400	220,200	3,100
Uniform School Fund	0	0	0	0	0	0	0	0	0	0
Dedicated Credits	613,400	187,300	117,600	62,700	36,300	13,200	24,500	104,000	67,800	0

2014-15 Appropriations Detail (including 2013-14 Supplementals)

March, 2014

Utah System of Higher Education Total

	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/Statewide Programs
Trust Funds/Other	300	300	0	0	0	0	0	0	0	0
Utah Retirement System	2,476,600	767,600	562,300	232,800	151,200	44,100	91,300	365,600	253,100	8,600
Financing										
General Fund	105,300	300	0	0	0	0	0	0	97,500	7,500
Education Fund	1,775,700	576,500	439,100	174,700	113,400	33,100	68,600	274,400	94,800	1,100
Dedicated Credits	595,100	190,300	123,200	58,100	37,800	11,000	22,700	91,200	60,800	0
Trust Funds/Other	500	500	0	0	0	0	0	0	0	0
Facilities Support										
Tax Fund Expenditures	2,670,500	507,600	902,100	802,100	47,500	37,500	36,900	183,000	97,500	56,300
HB 2 O&M New Building	1,435,300	0	724,300	711,000	0	0	0	0	0	0
HB 8 ISF Rates: Fleet	29,000	6,300	6,400	800	8,700	5,400	(400)	1,100	700	0
HB 8 ISF Rates: Risk	1,572,300	670,500	230,600	120,600	54,700	44,700	49,600	242,900	129,300	29,400
HB 8 ISF Rates: DTS	(200)	0	0	0	0	0	0	0	0	(200)
HB 8 ISF Rates: A.G. Services	100	0	0	0	0	0	0	0	0	100
HB 8 ISF Rates: State Mail	26,900	0	0	0	0	0	0	0	0	26,900
Financing										
General Fund	913,000	507,600	172,500	91,100	0	0	0	85,500	0	56,300
Education Fund	1,757,500	0	729,600	711,000	47,500	37,500	36,900	97,500	97,500	0
Dedicated Credits	393,000	169,200	59,200	30,300	15,900	12,600	12,300	61,000	32,500	0
Other Ongoing Increases Expenditures	64,499,500	1,209,100	9,638,300	5,382,800	415,000	1,544,600	5,856,800	22,207,900	16,632,500	1,612,500
Ongoing Increases										
HB 2 (MBF Acute Equity)	50,000,000	0	5,617,000	4,447,700	0	0	3,249,000	21,110,000	15,576,300	0
HB 2 (MBF Distinctive Mission)	7,000,000	2,120,900	1,445,800	726,300	321,900	189,100	278,900	856,400	818,200	242,500
HB 2 (University Implementation)	2,000,000	0	0	0	0	0	2,000,000	0	0	0
SB 38 (Snow Concurrent Education)	1,300,000	0	0	0	0	1,300,000	0	0	0	0
HB 3 (MBF Distinctive Reallocations)	0	(1,341,300)	425,500	208,800	93,100	55,500	78,900	241,500	238,000	0
SB 16 (Veterans Tuition Gap Program)	125,000	0	0	0	0	0	0	0	0	125,000
HB 155 (UU Poison Control)	479,100	479,100	0	0	0	0	0	0	0	0
HB 92 (UU Utah Education & Telehealth Net)	(459,600)	(459,600)	0	0	0	0	0	0	0	0
HB 3 (UU Reading Clinic)	100,000	100,000	0	0	0	0	0	0	0	0
HB 2 (DSU Computer Crime Lab)	250,000	0	0	0	0	0	250,000	0	0	0
SB 34 (Statewide Data Alliance and Utah Futures)	555,000	310,000	0	0	0	0	0	0	0	245,000
HB 2 (College Readiness Initiative)	1,000,000	0	0	0	0	0	0	0	0	1,000,000
HB 2 (USU Veterinary Medicine Program)	1,500,000	0	1,500,000	0	0	0	0	0	0	0
HB 3 (USU Graduate Program Support)	500,000	0	500,000	0	0	0	0	0	0	0
HB 3 (USU ASSERT)	75,000	0	75,000	0	0	0	0	0	0	0
HB 3 (USU Sound Beginnings)	75,000	0	75,000	0	0	0	0	0	0	0
Financing										
General Fund	3,265,400	1,640,400	1,500,000	0	0	0	0	0	0	125,000
Education Fund	62,855,000	1,189,600	8,138,300	5,382,800	415,000	1,544,600	5,856,800	22,207,900	16,632,500	1,487,500
Dedicated Credits	(1,620,900)	(1,620,900)	0	0	0	0	0	0	0	0

2014-15 Appropriations Detail (including 2013-14 Supplementals)

March, 2014

Utah System of Higher Education Total

2014-15 Ongoing Appropriated Adjustments, Reductions, and Increases

	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/Statewide Programs
Total Expenditures	84,334,700	7,873,800	14,083,000	7,827,800	1,344,700	1,913,800	6,510,700	24,680,500	18,372,100	1,728,300
Tax Fund Expenditures	81,539,800	7,846,700	13,260,800	7,395,500	1,112,600	1,825,600	6,347,500	24,063,100	17,959,700	1,728,300
General Fund	4,322,100	2,154,500	1,672,500	91,100	0	0	0	85,500	97,500	221,000
Education Fund	77,217,700	5,692,200	11,588,300	7,304,400	1,112,600	1,825,600	6,347,500	23,977,600	17,862,200	1,507,300
Dedicated Credits	2,792,600	24,800	822,200	432,300	232,100	88,200	163,200	617,400	412,400	0
Trust Funds/Other	2,300	2,300	0	0	0	0	0	0	0	0
Total Expenditures	1,474,551,900	512,070,400	300,559,000	143,160,900	66,761,300	30,442,000	53,821,700	191,631,600	147,650,600	28,454,400
Tax Fund Expenditures	805,738,800	257,828,900	179,657,300	74,083,300	32,771,200	21,344,500	31,024,200	93,902,700	87,449,800	27,676,900
General Fund	413,193,800	136,138,900	109,180,100	62,769,700	11,463,500	2,820,500	2,355,900	57,886,400	14,416,700	16,142,100
Education Fund	392,545,000	121,690,000	70,477,200	11,313,600	21,287,700	18,524,000	28,668,300	36,016,300	73,033,100	11,534,800
Dedicated Credits	652,566,200	244,328,800	114,870,600	69,077,600	33,990,100	9,097,500	22,797,500	97,728,900	60,200,800	474,400
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,495,700	1,112,700	383,000	0	0	0	0	0	0	0
Ongoing Tax Funds % Change from Adj. Beg. Base	11.3%	3.1%	8.0%	11.1%	3.5%	9.4%	25.7%	34.5%	25.8%	6.7%

2014-15 Appropriated One-time Increases

One-time Increases Total Expenditures	3,971,400	150,000	239,300	(711,000)	50,000	0	0	(831,900)	0	5,075,000
Tax Fund Expenditures	3,971,400	150,000	239,300	(711,000)	50,000	0	0	(831,900)	0	5,075,000
HB 2 (O&M One-Time Cut)	(2,303,600)	0	(760,700)	(711,000)	0	0	0	(831,900)	0	0
HB 2 (USU Extension Water Conservation)	500,000	0	500,000	0	0	0	0	0	0	0
SB 16 (Veterans Tuition Gap Program)	75,000	0	0	0	0	0	0	0	0	75,000
HB 2 (College of Nursing)	150,000	150,000	0	0	0	0	0	0	0	0
SB 2 (Regent Scholarship)	3,000,000	0	0	0	0	0	0	0	0	3,000,000
HB 3 (Shakespeare Festival)	50,000	0	0	0	50,000	0	0	0	0	0
SB 2 (Performance Based Funding)	1,500,000	0	0	0	0	0	0	0	0	1,500,000
HB 2 (New Century Scholarship)	500,000	0	0	0	0	0	0	0	0	500,000
HB 3 (USU Graduate Program Support)	500,000	0	500,000	0	0	0	0	0	0	0
Financing										
General Fund	75,000	0	0	0	0	0	0	0	0	75,000
Education Fund	3,896,400	150,000	239,300	(711,000)	50,000	0	0	(831,900)	0	5,000,000

2014-15 Total Appropriated Budget (Includes Ongoing and One-time Appropriations -- TIES TO APPROPRIATIONS ACTS)

Total Expenditures	1,478,523,300	512,220,400	300,798,300	142,449,900	66,811,300	30,442,000	53,821,700	190,799,700	147,650,600	33,529,400
Tax Fund Expenditures	809,710,200	257,978,900	179,896,600	73,372,300	32,821,200	21,344,500	31,024,200	93,070,800	87,449,800	32,751,900
General Fund	413,268,800	136,138,900	109,180,100	62,769,700	11,463,500	2,820,500	2,355,900	57,886,400	14,416,700	16,217,100

2014-15 Appropriations Detail (including 2013-14 Supplementals)

March, 2014

Utah System of Higher Education Total

	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/Statewide Programs
Education Fund	396,441,400	121,840,000	70,716,500	10,602,600	21,337,700	18,524,000	28,668,300	35,184,400	73,033,100	16,534,800
Dedicated Credits	652,566,200	244,328,800	114,870,600	69,077,600	33,990,100	9,097,500	22,797,500	97,728,900	60,200,800	474,400
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,495,700	1,112,700	383,000	0	0	0	0	0	0	0
<b>Total Tax Funds % Change from Adj. Beg. Base</b>	<b>11.8%</b>	<b>3.2%</b>	<b>8.1%</b>	<b>10.0%</b>	<b>3.7%</b>	<b>9.4%</b>	<b>25.7%</b>	<b>33.3%</b>	<b>25.8%</b>	<b>26.2%</b>

2014-15 Total Authorized Budget Ongoing and One-time Appropriations, Work Program Revisions -- TIE TO DRAW SCHEDULES, TIE TO A-1 BUDGETS)

Total Expenditures	1,478,523,300	512,220,400	300,798,300	142,449,900	66,811,300	30,442,000	53,821,700	190,799,700	147,650,600	33,529,400
Tax Fund Expenditures	809,710,200	257,978,900	179,896,600	73,372,300	32,821,200	21,344,500	31,024,200	93,070,800	87,449,800	32,751,900
General Fund	413,268,800	136,138,900	109,180,100	62,769,700	11,483,500	2,820,500	2,355,900	57,886,400	14,416,700	16,217,100
Education Fund	396,441,400	121,840,000	70,716,500	10,602,600	21,337,700	18,524,000	28,668,300	35,184,400	73,033,100	16,534,800
Dedicated Credits	652,566,200	244,328,800	114,870,600	69,077,600	33,990,100	9,097,500	22,797,500	97,728,900	60,200,800	474,400
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,495,700	1,112,700	383,000	0	0	0	0	0	0	0

### 2014-15 Operating Budget Comparison (Tax Funds Only)

Board of Regents Request as compared to Governor Herbert's budget recommendation.

	Board of Regents	Governor Herbert		Final Appropriation		
	Amount	Amount	Above/ (Below) SBR	Amount	Above/ (Below) Gov	Above/ (Below) SBR
<b>Utah System of Higher Education Budget Priorities</b>						
<b>Compensation</b>						
3% Performance Based Compensation	\$21,128,300	\$9,513,300	(\$11,615,000)	\$8,904,200	(\$609,100)	(\$12,224,100)
9.5% Health	8,675,600	1,535,900	(7,139,700)	1,963,800	427,900	(6,711,800)
Utah Retirement System (URS)	1,807,400	1,799,400	(8,000)	1,881,000	81,600	73,600
<b>Mission Based Funding</b>						
Acute Equity	69,705,000	19,300,000	(50,405,000)	50,000,000	30,700,000	(19,705,000)
Distinctive	10,000,000	2,300,000	(7,700,000)	7,000,000	4,700,000	(3,000,000)
<b>Performance Based Funding</b>						
	2,000,000	1,000,000	(1,000,000)	0	(1,000,000)	(2,000,000)
<b>Operational Imperatives</b>						
O & M for Non-State Funded Projects	1,947,200	0	(1,947,200)	0	0	(1,947,200)
University of Utah Utility Infrastructure	3,900,000	0	(3,900,000)	0	0	(3,900,000)
Higher Education Technology Initiative (HETI)	1,200,000	0	(1,200,000)	0	0	(1,200,000)
Internal Service Fund (liability, property, fleet)	1,235,100	1,344,800	109,700	1,235,100	(109,700)	0
O & M WSU Ogden Bldg.	711,000	532,500	(178,500)	711,000	178,500	0
O & M USU Eastern, Brigham City, and Tooele Bldg.	724,300	0	(724,300)	724,300	724,300	0
<b>Statewide Programs</b>						
Regents' and New Century Scholarships	6,000,000	0	(6,000,000)	0	0	(6,000,000)
Success Stipends (Need Based Financial Aid)	1,000,000	0	(1,000,000)	0	0	(1,000,000)
Engineering & Computer Science (STEM) Scholarships	250,000	250,000	0	0	(250,000)	(250,000)
<b>Collaborations</b>						
Technology Intensive Concurrent Enrollment (TICE)	150,000	0	(150,000)	0	0	(150,000)
Utah Academic Library Consortium (UALC)	250,000	0	(250,000)	0	0	(250,000)
<b>Subtotal - USHE Priority On-going Increases</b>	<b>\$130,683,900</b>	<b>\$37,575,900</b>	<b>(\$93,108,000)</b>	<b>\$72,419,400</b>	<b>\$34,843,500</b>	<b>(\$58,264,500)</b>
<b>State Initiatives</b>						
USU Veterinary Medicine & Graduate Program Support	\$3,000,000	\$0	(\$3,000,000)	\$2,000,000	\$2,000,000	(\$1,000,000)
SLCC Student Access Support and Completion	3,400,000	0	(3,400,000)	0	0	(3,400,000)
Dixie State University Implementation	2,500,000	0	(2,500,000)	2,000,000	2,000,000	(500,000)
Snow College Rural Superintendents Concurrent Students	1,500,000	1,500,000	0	1,300,000	(200,000)	(200,000)
College Readiness Initiative	0	0	0	1,000,000	1,000,000	1,000,000
UU Poison Control	0	0	0	2,100,000	2,100,000	2,100,000
Statewide Data Alliance and Utah Futures	0	0	0	555,000	555,000	555,000
Veteran Tuition Gap Coverage	0	0	0	125,000	125,000	125,000
UU Reading Clinic	0	0	0	100,000	100,000	100,000
USU ASSERT	0	0	0	75,000	75,000	75,000
USU Sound Beginnings	0	0	0	75,000	75,000	75,000
Dixie State University Computer Crime Lab	0	0	0	250,000	250,000	250,000
UU Tele-Health Network	0	0	0	(459,600)	(459,600)	(459,600)
<b>Subtotal - State Initiatives On-going Increases</b>	<b>\$10,400,000</b>	<b>\$1,500,000</b>	<b>(\$8,900,000)</b>	<b>\$9,120,400</b>	<b>\$7,620,400</b>	<b>(\$1,279,600)</b>
<b>One-time Adjustments</b>						
3% Performance Based Compensation	\$0	\$900	\$900	\$0	(\$900)	\$0
Regents' and New Century Scholarships	0	3,000,000	3,000,000	3,000,000	0	3,000,000
Performance Based Funding	0	0	0	1,500,000	1,500,000	1,500,000
New Century Scholarship	0	0	0	500,000	500,000	500,000
USU Extension Water Conservation	0	0	0	500,000	500,000	500,000
USU Graduate Program Support	0	0	0	500,000	500,000	500,000
UU College of Nursing	0	0	0	150,000	150,000	150,000
Veterans Tuition Gap Coverage	0	0	0	75,000	75,000	75,000
SUU Shakespeare Festival	0	0	0	50,000	50,000	50,000
O&M for State Funded Projects	(1,435,300)	(532,500)	902,800	(2,303,600)	(1,771,100)	(868,300)
<b>Subtotal - One-time Adjustments</b>	<b>(\$1,435,300)</b>	<b>\$2,468,400</b>	<b>\$3,903,700</b>	<b>\$3,971,400</b>	<b>\$1,503,000</b>	<b>\$5,406,700</b>
<b>Total Appropriation (Ongoing &amp; One-time)</b>	<b>\$139,648,600</b>	<b>\$41,544,300</b>	<b>(\$98,104,300)</b>	<b>\$85,511,200</b>	<b>\$43,966,900</b>	<b>(\$54,137,400)</b>

March 19, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Tuition Increases for 2014-15 (1<sup>st</sup>- and 2<sup>nd</sup>- tier)

Issue

The Board of Regents holds statutory responsibility for setting tuition rates for Utah's public colleges and universities. Regents are asked to review and finalize first- and second-tier tuition increases, differential increases, plateau changes, and new schedules for the upcoming year 2014-15, for all institutions.

Background

Regents are asked to consider a number of factors when setting tuition, such as state funding levels, institutional need, Consumer Price Index, Higher Education Price Index, regional tuition rate increases, and comparisons of tuition and fee levels at western higher education institutions. As part of a long standing agreement with the legislature, tax-funded compensation increases are partially matched with tuition. Additionally, institutions rely in part on tuition for costs not covered by the legislature. Attachments one and two summarize undergraduate and graduate proposed tuition by residency for each USHE institution.

**First-tier Increases** - By Regent policy, first-tier tuition rate increases shall be uniform for all institutions, shall be implemented at the same time, shall be based on evaluations of current data on inflation, and use national and regional tuition increases to justify specific needs in the Utah System of Higher Education (R510-3.1).

For the upcoming year, the Utah System of Higher Education is recommending a first-tier tuition increase of 4.0%. Revenue generated from first-tier tuition will be used to fund the required match for compensation and insurance, and for other necessary personnel-related costs (see attachment 3).

**Second-tier Increases** - Each institutional president, with the approval of the institutional Board of Trustees, may recommend a second-tier of tuition rate increases to meet specific institutional needs. Second-tier tuition rate increases may apply to all programs equally or they may be different for specific programs (R510-3.2). As part of second-tier increase requests, institutions are required to hold a "Truth in Tuition" hearing to provide an explanation of the reasons for the proposed tuition increase, an explanation of how the revenue generated by the increase will be used and an opportunity for public comment from students.

Institutions proposing second-tier increase are University of Utah (UU), Utah State University (USU), and Snow. Increases range from 1.5% – 2.0%, with additional revenue used for compensation; scholarships, student and academic support (see attachment 3).

**Differential Tuitions** - Utah Valley University (UVU) is requesting an increase in differential tuition for graduate courses in the Masters of Business Administration program. UVU is also requesting eliminating differential tuition in the Masters of Nursing program. The UU is requesting a differential tuition increase for upper-division level courses in undergraduate business programs.

**Plateau Tuitions** - Utah State University is requesting the expansion of tuition plateau rates for resident and non-resident students from 13-18 to 12-18, and incorporating resident students taking online course credits participation within the regular tuition plateau, rather than a flat rate charge per credit hour.

**Summary Attachments** - The Commissioner's staff has prepared eight other attachments providing benchmark and comparative data regarding tuition rates, with additional information on tuition schedules, restructuring, and proposed differential increases/decreases.

- Attachment 4: Charted resident tuition comparison with WICHE and rocky mountain states
- Attachment 5: Charted non-resident tuition comparison with WICHE and rocky mountain states
- Attachment 6: Benchmark inflation and regional tuition increases
- Attachment 7: 2013-14 undergraduate tuition by credit hour load
- Attachment 8: UU request for tuition for the Asia Campus (Songdo, South Korea)
- Attachment 9: USU request for plateau and online restructure
- Attachment 10: UVU request for differential tuition for Masters of Business Administration
- Attachment 11: UVU request for elimination of differential tuition for Masters of Nursing
- Attachment 12: UU request for differential tuition increase for upper-division business programs

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve tuition rates for 2014-15 by:

- Finalizing the first-tier tuition increase at 4.0 percent for all USHE institutions
- Approving the second-tier tuition increase proposals
- Approving undergraduate and graduate tuition for Asia Campus at UU
- Approving plateau and online tuition restructure at USU
- Approving graduate differential tuition for Masters of Business Administration at UVU
- Approving the elimination of graduate differential for Masters of Nursing at UVU
- Approving undergraduate upper-division level differential tuition for business programs at the UU

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David L. Buhler  
Commissioner of Higher Education

2014-15 Tuition Proposal (Combined 1st & 2nd Tier Increases) - Resident Undergraduate & Graduate Students

Utah Resident Undergraduate Students					
Institution	Type of Student	Current 2013-14 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2014-15 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Utah Resident Undergraduate (Lower Div.)	\$6,511	\$378	\$6,889	5.8%
USU	Utah Resident Undergraduate (Logan/RCDE)	\$5,273	\$290	\$5,563	5.5%
WSU	Utah Resident Undergraduate	\$4,159	\$167	\$4,326	4.0%
SUU	Utah Resident Undergraduate	\$5,208	\$208	\$5,416	4.0%
Snow	Utah Resident Undergraduate	\$2,830	\$169	\$2,999	6.0%
DSU	Utah Resident Undergraduate	\$3,648	\$146	\$3,794	4.0%
UVU	Utah Resident Undergraduate	\$4,368	\$174	\$4,542	4.0%
SLCC	Utah Resident Undergraduate	\$2,924	\$116	\$3,040	4.0%

Annual tuition amount based on 15 credit hours per semester for two semesters

Utah Resident Graduate Students					
Institution	Type of Student: Utah Resident Graduate	Current 2013-14 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2014-15 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Resident Graduate (Base Rate)	\$5,689	\$330	\$6,019	5.8%
USU	Resident Graduate (Base Rate)	\$4,938	\$272	\$5,210	5.5%
WSU	Resident Graduate (MED)	\$4,200	\$168	\$4,368	4.0%
SUU	Resident Graduate (MED)	\$5,298	\$212	\$5,510	4.0%
UVU	Resident Graduate (MED)	\$4,900	\$200	\$5,100	4.1%

Annual tuition amount based on 10 credit hours per semester for two semesters

Generally, graduate tuition rates vary by program at each institution

The graduate tuition rates listed above are the lowest graduate tuition rates at each institution

Programmatic tuition increase proposals, above the standard institutional tuition increase rate, will be presented as a request for differential tuition rates



2014-15 Tuition Proposal (Combined 1st & 2nd Tier) - Non-Resident Undergraduate & Graduate Students

Non-Resident Undergraduate Students					
Institution	Type of Student	Current 2013-14 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2014-15 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Non-Resident Undergraduate (Lower Div.)	\$22,790	\$1,322	\$24,111	5.8%
USU	Non-Resident Undergraduate (Logan/RCDE)	\$16,976	\$934	\$17,910	5.5%
WSU	Non-Resident Undergraduate	\$12,480	\$500	\$12,980	4.0%
SUU	Non-Resident Undergraduate	\$17,186	\$688	\$17,874	4.0%
Snow	Non-Resident Undergraduate	\$10,332	\$620	\$10,952	6.0%
DSU	Non-Resident Undergraduate	\$11,664	\$466	\$12,130	4.0%
UVU	Non-Resident Undergraduate	\$13,538	\$536	\$14,074	4.0%
SLCC	Non-Resident Undergraduate	\$10,176	\$406	\$10,582	4.0%

\*Annual tuition amount based on 15 credit hours per semester for two semesters

Non-Resident Graduate Students					
Institution	Type of Student: Non-Resident Graduate	Current 2013-14 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2014-15 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Non-Resident Graduate (Base Rate)	\$20,082	\$1,165	\$21,247	5.8%
USU	Non-Resident Graduate (Logan/RCDE)	\$17,284	\$951	\$18,235	5.5%
WSU	Non-Resident Graduate (MED)	\$12,603	\$504	\$13,107	4.0%
SUU	Non-Resident Graduate (MED)	\$17,480	\$700	\$18,180	4.0%
UVU	Non-Resident Graduate (MED)	\$14,980	\$600	\$15,580	4.0%

\*Annual tuition amount based on 10 credit hours per semester for two semesters

Generally, graduate tuition rates vary by program at each institution

The graduate tuition rates listed above are the lowest graduate tuition rates at each institution

Programmatic tuition increase proposals, above the standard institutional tuition increase rate, will be presented as a request for differential tuition rates

**Utah System of Higher Education - 1st-Tier Tuition Increase Proposal**

Institution	Proposed Use of Revenue	Revenue Required	1st-Tier % of Total
All USHE Institutions	Compensation	\$24,906,769	99.7%
	Other Mandated Costs	\$82,500	0.3%
	<b>Total 1st-Tier Tuition</b>	<b>\$24,989,269</b>	<b>100.0%</b>

**Institutional 1st-Tier Tuition Increase Proposal**

Institution	Proposed Use of Revenue	Revenue Required	1st-Tier % Increase
UU	Compensation	\$5,800,000	2.4%
	Faculty, Staff Equity, Retention	\$2,800,000	1.2%
	Faculty Cluster Hires	\$1,000,000	0.4%
	<b>Total U of U 1st-Tier</b>	<b>\$9,600,000</b>	<b>4.0%</b>
USU	COLA	\$763,000	0.7%
	Promotion & Tenure	\$893,300	0.8%
	Salary Initiative	\$2,755,700	2.5%
	<b>Total USU 1st-Tier</b>	<b>\$4,412,000</b>	<b>4.0%</b>
WSU	Student Support	\$49,500	0.1%
	Compensation	\$2,472,500	3.8%
	Other Mandated Costs	\$50,000	0.1%
	<b>Total WSU 1st-Tier</b>	<b>\$2,572,000</b>	<b>4.0%</b>
SUU	Compensation	\$655,000	2.2%
	Health Insurance Benefits	\$300,000	1.0%
	Faculty Rank Advancements	\$94,600	0.3%
	Student Retention and Completion Initiates	\$164,400	0.5%
	<b>Total SUU 1st-Tier</b>	<b>\$1,214,000</b>	<b>4.0%</b>
Snow	Employee Compensation & Benefits	\$476,269	4.0%
	<b>Total Snow 1st-Tier</b>	<b>\$476,269</b>	<b>4.0%</b>
DSU	1.25% COLA	\$85,000	0.4%
	Medical and Retirement Rate Increases	\$55,000	0.2%
	Faculty Rank and Tenure	\$85,000	0.4%
	Instructional Capacity and Critical Salary Equity	\$675,000	3.0%
	<b>Total DSU 1st-Tier</b>	<b>\$900,000</b>	<b>4.0%</b>
UVU	Compensation and Related Issues	\$3,815,000	4.0%
	<b>Total UVU 1st-Tier</b>	<b>\$3,815,000</b>	<b>4.0%</b>
SLCC	Employee Compensation	\$1,967,500	3.9%
	Internal Service Fund (Insurance)	\$32,500	0.1%
	<b>Total SLCC 1st-Tier</b>	<b>\$2,000,000</b>	<b>4.0%</b>

### Utah System of Higher Education - 2nd-Tier Tuition Increase Proposal

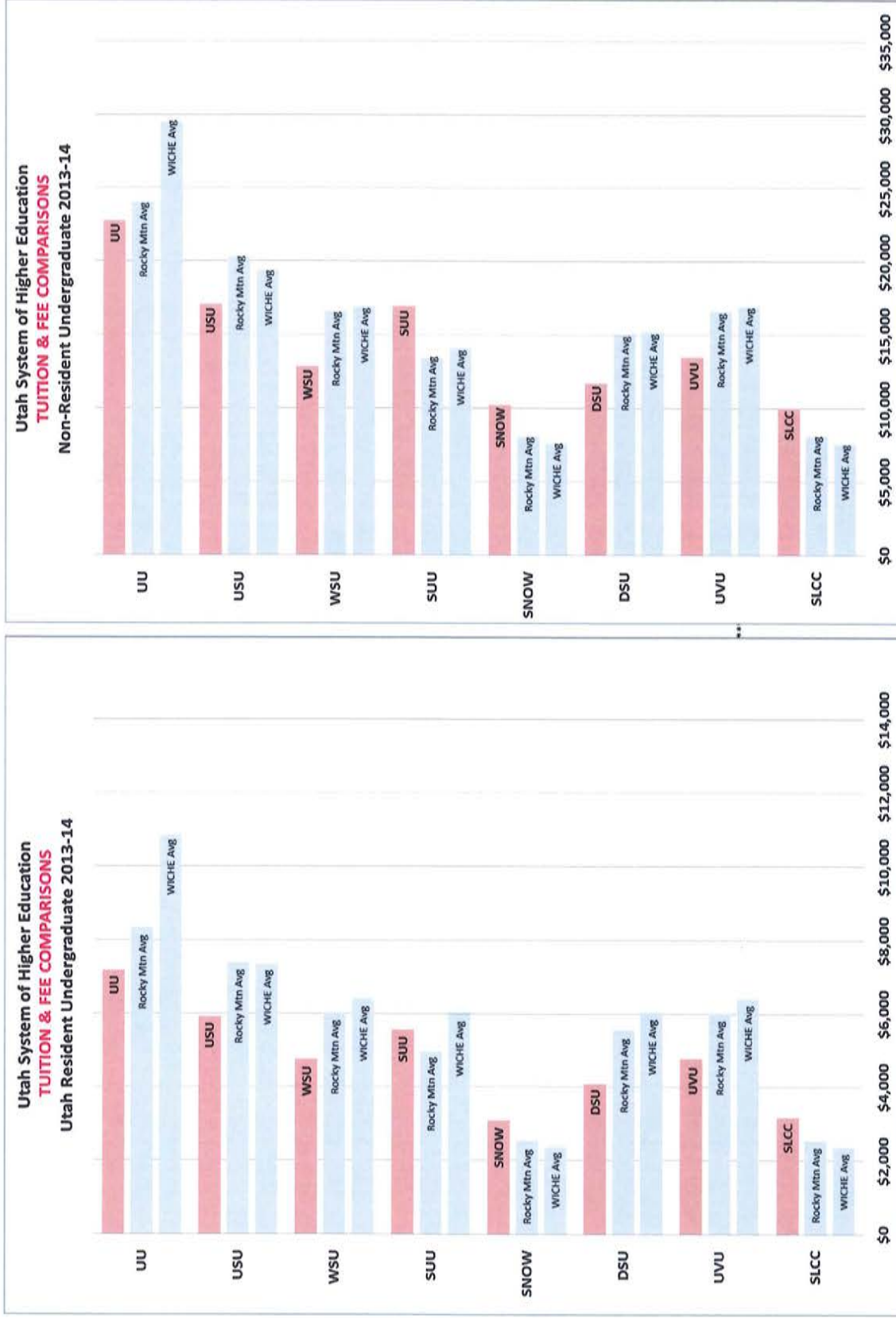
Institution	Proposed Use of Revenue	Revenue Required	2nd-Tier % of Total
All USHE Institutions	Compensation & Targeted Salary Increases	\$1,696,000	23.7%
	Student Support & Initiatives	\$1,750,000	24.4%
	Academic Support & Initiatives	\$2,366,000	33.0%
	Utilities & Maintenance	\$1,000,000	14.0%
	Scholarships	\$350,000	4.9%
	<b>Total 2nd-Tier Tuition</b>	<b>\$7,162,000</b>	<b>100.0%</b>

### Institutional 2nd-Tier Tuition Increase Proposal

Institution	Proposed Use of Revenue	Revenue Required	2nd-Tier % Increase
UU	Student Support Services	\$1,250,000	0.5%
	Academic Support	\$1,820,000	0.8%
	Medical School Student Support	\$300,000	0.1%
	Utilities, Maintenance	\$1,000,000	0.4%
	<b>Total UU 2nd-Tier</b>	<b>\$4,370,000</b>	<b>1.8%</b>
USU	Promotion and Tenure	\$66,000	0.1%
	Scholarships	\$350,000	0.3%
	Student Initiatives	\$200,000	0.2%
	Academic Initiatives	\$546,000	0.5%
	Targeted Salary Increases	\$380,000	0.4%
	<b>Total USU 2nd-Tier</b>	<b>\$1,542,000</b>	<b>1.5%</b>
WSU	<b>Total WSU 2nd-Tier</b>	<b>\$0</b>	<b>0.0%</b>
SUU	<b>Total SUU 2nd-Tier</b>	<b>\$0</b>	<b>0.0%</b>
Snow	Strategic Plan Initiatives: (e.g. faculty retention)	\$1,250,000	2.0%
	<b>Total Snow 2nd-Tier</b>	<b>\$1,250,000</b>	<b>2.0%</b>
DSU	<b>Total DSU 2nd-Tier</b>	<b>\$0</b>	<b>0.0%</b>
UVU	<b>Total UVU 2nd-Tier</b>	<b>\$0</b>	<b>0.0%</b>
SLCC	<b>Total SLCC 2nd-Tier</b>	<b>\$0</b>	<b>0.0%</b>

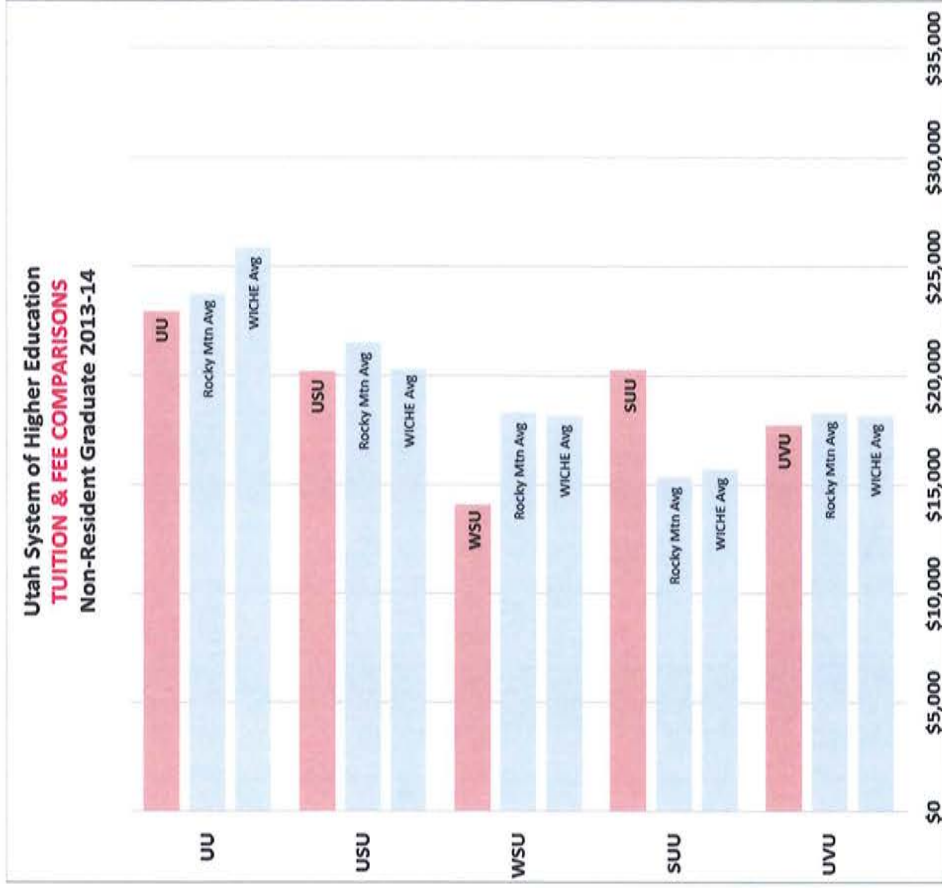
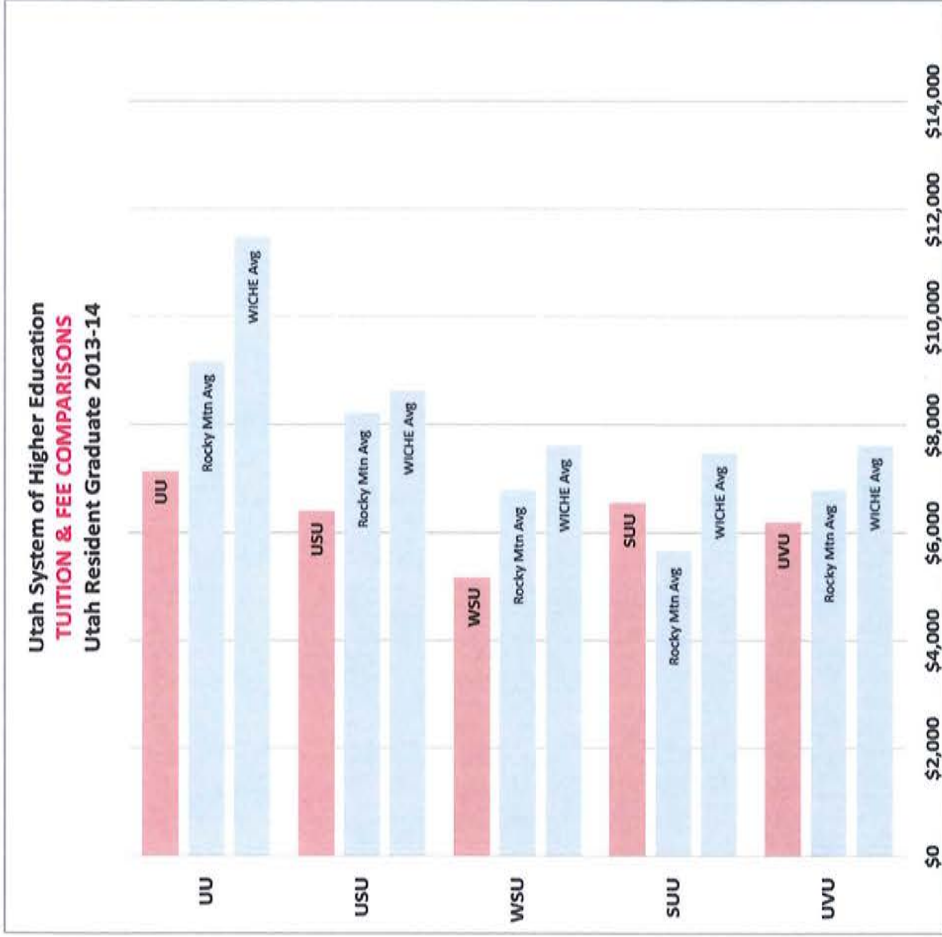
Utah System of Higher Education

2014-15 Tuition Proposal - WICHE\* and Rocky Mountain\*\* States Utah Resident Undergraduate & Graduate Students Tuition & Fee\*\*\* Comparisons



\*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota and South Dakota  
 \*\*Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming & Montana  
 \*\*\* Resident undergraduate tuition and fees based on 15 credit hours per semester for two semesters

2014-15 Tuition Proposal - WICHE\* and Rocky Mountain\*\* States Non-Resident Undergraduate & Graduate Students Tuition & Fee\*\* Comparisons



\*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota and South Dakota

\*\*Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming & Montana

\*\*\* Non-resident undergraduate tuition and fees based on 15 credit hours per semester for two semesters

## Benchmark Inflation and Tuition Increase Information

## Consumer Price Index, July 2004 to December 2013

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
	189.4	195.4	203.5	208.3	220.0	215.4	218.0	225.9	229.1	230.3
	194.5	202.9	208.4	218.8	215.7	218.0	225.7	229.5	233.5	231.9
<b>Academic Year Increase</b>	2.7%	3.8%	2.4%	5.0%	-1.9%	1.2%	3.5%	1.6%	1.9%	
<b>Most Recent 12-months (January to December)</b>										0.7%

Source: Bureau of Labor Statistics. Consumer Price Index—Urban (Not Seasonally Adjusted) June to July, March 2013 ([www.bls.gov](http://www.bls.gov)).

## Higher Education Price Index, July 2004 to June 2013

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
	231.7	240.8	253.1	260.3	273.2	279.3	281.8	288.4	293.2
	240.8	253.1	260.3	273.2	279.3	281.8	288.4	293.2	297.8
<b>Academic Year Increase</b>	3.9%	5.1%	2.8%	5.0%	2.2%	0.9%	2.3%	1.7%	1.6%

Source: HEPI, Research Associates of Washington and Common Fund Institute. Higher Education Price Index.

## WICHE Region Tuition &amp; Fee Increases at Public Institutions, 2004-05 to 2013-14

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Public Four-year Institutions</b>										
Resident Undergrad.	10.0%	8.6%	6.6%	8.4%	6.4%	12.5%	7.7%	13.7%	4.1%	3.1%
Resident Graduate	12.3%	9.7%	7.1%	6.0%	8.6%	10.8%	4.7%	12.7%	4.2%	3.1%
Nonresident Undergrad.	10.6%	5.0%	5.8%	3.2%	5.2%	6.7%	5.3%	7.5%	4.0%	2.3%
Nonresident Graduate	11.3%	4.7%	3.2%	4.4%	5.7%	4.7%	3.2%	7.3%	6.2%	2.5%
<b>Public Two-year Institutions</b>										
Resident	9.0%	8.5%	5.8%	4.1%	3.9%	6.4%	7.1%	14.7%	5.5%	2.6%
Nonresident	3.1%	9.0%	2.5%	0.9%	6.8%	2.1%	2.5%	2.8%	3.1%	1.8%

2004-05 through 2013-14 Sources: WICHE. Tuition and Fees in Public Higher Education in the West 2013-14.

\*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico

Utah, Colorado, Wyoming, Montana, North Dakota and South Dakota

Table 5. Tuition Increase History

## USHE Undergraduate Resident and Nonresident Tuition Increases, 2004-05 to 2013-14

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Resident Increases</b>										
UU	10.0%	7.9%	9.5%	7.5%	6.0%	9.5%	9.5%	7.8%	6.0%	5.0%
USU	7.0%	9.8%	8.0%	7.0%	6.0%	5.5%	7.5%	9.0%	6.0%	5.0%
WSU	10.1%	9.8%	8.5%	7.0%	5.5%	6.5%	6.0%	6.0%	5.0%	5.0%
SUU	11.0%	9.5%	8.0%	7.0%	7.0%	6.5%	12.5%	11.0%	6.5%	5.0%
Snow	9.1%	9.5%	9.0%	5.5%	4.5%	9.5%	9.5%	7.0%	7.0%	5.0%
DSU	7.6%	5.1%	31.1%	9.0%	6.5%	8.1%	11.4%	11.8%	5.5%	5.0%
UVU	14.5%	8.8%	9.0%	6.7%	6.3%	8.7%	6.0%	7.4%	4.5%	6.0%
SLCC	8.0%	7.4%	4.0%	6.0%	5.4%	4.0%	6.0%	5.0%	4.5%	6.0%
USHE Average <sup>(1)</sup>	9.4%	8.3%	10.6%	6.6%	5.7%	7.5%	8.7%	8.1%	5.8%	5.3%
USHE First-tier only <sup>(2)</sup>	3.0%	3.5%	4.0%	4.0%	3.5%	1.0%	1.5%	5.0%	4.5%	5.0%
<b>Nonresident Increases</b>										
UU	10.0%	7.9%	9.5%	7.5%	6.0%	9.5%	9.5%	7.8%	6.0%	6.3%
USU	7.0%	9.7%	8.0%	7.0%	6.0%	5.5%	7.5%	9.0%	6.0%	5.0%
WSU	10.0%	9.8%	8.5%	7.0%	0.0%	3.5%	3.0%	3.0%	5.0%	3.5%
SUU	11.0%	9.5%	8.0%	7.0%	7.0%	6.5%	12.5%	11.0%	6.5%	5.0%
Snow	3.0%	9.5%	4.0%	5.5%	4.5%	0.0%	9.5%	7.0%	7.0%	5.0%
DSU	7.8%	5.1%	23.6%	4.0%	6.5%	8.1%	11.4%	11.8%	-14.2%	5.1%
UVU	14.5%	8.8%	9.0%	6.7%	4.3%	3.2%	2.9%	5.8%	4.5%	5.3%
SLCC	8.0%	7.4%	4.0%	6.0%	5.4%	4.0%	6.0%	5.0%	4.4%	6.0%
USHE Average <sup>(1)</sup>	8.7%	8.3%	9.2%	6.1%	-1.1%	5.5%	8.0%	7.6%	3.2%	5.2%
USHE First-tier only <sup>(2)</sup>	3.0%	3.5%	4.0%	4.0%	3.5%	1.0%	1.5%	5.0%	4.5%	5.0%

(1) Simple Average.

(2) The systemwide first-tier increase is shown for 2004-05 through 2013-14. This amount applied to all institutions. Institutional amounts include both first and second-tier increases.

(3) Percentages represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.

**Utah System of Higher Education**

**USHE 2013-14 Tuition by Semester Credit Hour Load for Resident Undergraduate Students**

	UofU <sup>1</sup>	USU <sup>2</sup>	WSU	SUU	Snow	DSU	UVU	SLCC
1	\$694.76	\$461.63	\$374.43	\$408.00	\$125.00	\$151.75	\$336.00	\$120.00
2	877.67	642.85	544.96	652.00	191.00	303.50	504.00	242.00
3	1,060.58	824.07	715.49	896.00	504.00	455.25	672.00	364.00
4	1,243.49	1,005.29	886.02	1,140.00	634.00	607.00	840.00	486.00
5	1,426.40	1,186.51	1,056.55	1,384.00	764.00	758.75	1,008.00	608.00
6	1,609.31	1,367.73	1,227.08	1,628.00	895.00	910.50	1,176.00	730.00
7	1,792.22	1,548.95	1,397.61	1,872.00	1,025.00	1,062.25	1,344.00	852.00
8	1,975.13	1,730.17	1,568.14	2,116.00	1,155.00	1,214.00	1,512.00	974.00
9	2,158.04	1,911.39	1,738.67	2,360.00	1,285.00	1,365.75	1,680.00	1,096.00
10	2,340.95	2,092.61	1,909.20	2,604.00	1,415.00	1,517.50	1,848.00	1,218.00
11	2,523.86	2,273.83	2,079.73	2,604.00	1,415.00	1,669.25	2,016.00	1,340.00
12	2,706.77	2,455.05	2,079.73	2,604.00	1,415.00	1,821.00	2,184.00	1,462.00
13	2,889.68	2,636.27	2,079.73	2,604.00	1,415.00	1,821.00	2,184.00	1,462.00
14	3,072.59	2,636.27	2,079.73	2,604.00	1,415.00	1,821.00	2,184.00	1,462.00
15	3,255.50	2,636.27	2,079.73	2,604.00	1,415.00	1,821.00	2,184.00	1,462.00
16	3,438.41	2,636.27	2,079.73	2,604.00	1,415.00	1,821.00	2,184.00	1,462.00
17	3,621.32	2,636.27	2,079.73	2,604.00	1,415.00	1,821.00	2,184.00	1,462.00
18	3,804.23	2,636.27	2,079.73	2,604.00	1,415.00	1,821.00	2,184.00	1,462.00
19	3,987.14	2,817.49	2,250.26	2,848.00	1,415.00	1,821.00	2,352.00	1,584.00
20	4,170.05	2,998.71	2,420.79	3,092.00	1,415.00	1,821.00	2,520.00	1,706.00
21	4,352.96	3,179.93	2,591.32	3,336.00	1,546.00	1,972.75	2,688.00	1,828.00
22	4,535.87	3,361.14	2,761.85	3,580.00	1,676.00	2,124.50	2,856.00	1,950.00
23	4,718.78	3,542.36	2,932.38	3,824.00	1,806.00	2,276.25	3,024.00	2,072.00
24	4,901.69	3,723.58	3,102.91	4,068.00	1,936.00	2,428.00	3,192.00	2,194.00
25	5,084.60	3,905.80	3,273.44	4,312.00	2,066.00	2,579.75	3,360.00	2,316.00

**Utah System of Higher Education**

**USHE 2013-14 Tuition & Fees by Semester Credit Hour Load for Resident Undergraduate Students**

	UofU <sup>1</sup>	USU <sup>2</sup>	WSU	SUU	Snow	DSU	UVU	SLCC
1	\$985.64	\$760.72	\$480.68	\$451.00	\$125.00	\$161.75	\$389.00	\$176.00
2	1,181.57	955.02	682.13	730.00	191.00	313.50	608.00	315.00
3	1,377.50	1,149.32	883.58	1,009.00	561.00	465.25	827.00	454.00
4	1,573.43	1,343.62	1,085.03	1,288.00	710.00	757.15	1,046.00	593.00
5	1,769.36	1,537.92	1,286.48	1,567.00	864.00	937.65	1,265.00	732.00
6	1,965.29	1,732.22	1,487.93	1,846.00	1,014.00	1,118.12	1,484.00	871.00
7	2,161.22	1,926.52	1,689.38	2,125.00	1,163.00	1,299.99	1,703.00	1,010.00
8	2,357.15	2,120.82	1,890.83	2,404.00	1,312.00	1,478.66	1,871.00	1,149.00
9	2,553.08	2,315.12	2,092.28	2,683.00	1,461.00	1,658.93	2,039.00	1,288.00
10	2,749.01	2,509.42	2,293.73	2,962.00	1,610.00	1,839.00	2,207.00	1,427.00
11	2,944.94	2,703.72	2,495.18	2,962.00	1,610.00	1,990.75	2,375.00	1,549.00
12	3,140.87	2,898.02	2,495.18	2,962.00	1,610.00	2,142.50	2,543.00	1,671.00
13	3,336.80	3,092.32	2,495.18	2,962.00	1,610.00	2,142.50	2,543.00	1,671.00
14	3,532.73	3,092.32	2,495.18	2,962.00	1,610.00	2,142.50	2,543.00	1,671.00
15	3,728.66	3,092.32	2,495.18	2,962.00	1,610.00	2,142.50	2,543.00	1,671.00
16	3,917.94	3,092.32	2,495.18	2,962.00	1,610.00	2,142.50	2,543.00	1,671.00
17	4,107.22	3,092.32	2,495.18	2,962.00	1,610.00	2,142.50	2,543.00	1,671.00
18	4,296.50	3,092.32	2,495.18	2,962.00	1,610.00	2,142.50	2,543.00	1,671.00
19	4,485.78	3,286.62	2,665.71	3,206.00	1,610.00	2,142.50	2,711.00	1,793.00
20	4,675.06	3,480.92	2,836.24	3,450.00	1,610.00	2,142.50	2,879.00	1,915.00
21	4,864.34	3,675.22	3,006.77	3,694.00	1,741.00	2,294.25	3,047.00	2,037.00
22	5,053.62	3,869.51	3,177.30	3,938.00	1,871.00	2,446.00	3,215.00	2,159.00
23	5,242.90	4,063.81	3,347.83	4,182.00	2,001.00	2,597.75	3,383.00	2,281.00
24	5,432.18	4,258.11	3,518.36	4,426.00	2,131.00	2,749.50	3,551.00	2,403.00
25	5,621.46	4,453.41	3,688.89	4,670.00	2,261.00	2,901.25	3,719.00	2,525.00

(1) Lower division (freshman & sophomore) rate only. Differential rates for upper division (junior and senior) may apply.

**University of Utah Asia Campus**

	<u>Undergraduate Programs</u>	<u>Graduate Programs</u>
Degrees Offered	Communication – B.A./ B.S. Social Work – B.S.W. Psychology – B.A./ B.S.	Public Health – M.P.H
Admissions	Same requirements as Main Campus	Same requirements as Main Campus
Program Length	4 years – <ul style="list-style-type: none"> <li>• 3 years at Asia Campus</li> <li>• 1 year at Main Campus</li> </ul>	2 years <ul style="list-style-type: none"> <li>• 1 year at Asia Campus</li> <li>• 1 year at Main Campus</li> </ul>
Credit Hours per Semester	15 hours	Varies between 9-12 hours
General Education	1st year students will participate in Global Citizenship Block U	Not applicable
Tuition and Fees (While attending classes at Asia Campus)	\$20,000 annually including tuition and fees	\$20,000 annually including tuition and fees
Tuition and Fees (While attending classes at Main Campus)	Subject to tuition and fees applicable to Main Campus	Subject to tuition and fees applicable to Main Campus



## MEMORADUM

TO: Brian Shuppy, Assistant Commissioner Budget & Planning  
Utah System of Higher Education

FROM: Whitney Pugh, Executive Director of Budget & Planning  
Utah State University

DATE: March 14, 2014

RE: 2014-15 Tuition & Fees

For the record kept at the Board of Regents' office, USU needs to inform the Regents of two other tuition issues which are both for the purpose of restructuring the tuition tables, not for the purpose of increasing rates or generating revenue.

**Issue 1: Plateau Restructure**

The university will be changing the structure of its plateau. USU Eastern is not involved in this change; it only affects Logan and the RCDE system. Currently, the plateau ranges from 13 to 18 credits. The new plateau will range from 12 to 18 credits.

This is in part a response to a statewide effort to bring consistency to plateau ranges at all institutions. The university believes there are additional benefits of the change, including: lessening confusion with financial aid, since most scholarships require 12 credits; giving students an incentive to take more credits; and helping students graduate faster.

The university will insure that no revenue is lost in this change, and that the overall impact to both E&G and RCDE is as revenue neutral as possible. However, It is anticipated that the E&G budget will experience some revenue growth because of this change.

**Issue 2: Online Tuition Schedule Restructure**

In March, 2008, the Regents approved a separate tuition schedule for online courses at USU. A flat, per-credit rate has been the basis of that schedule. Undergraduates pay one rate; graduates, another. Residency is not a factor. USU wishes to adjust its tuition structure beginning with the summer, 2014 term.

The original online tuition schedule has allowed the university to attract many students to USU programs, especially students who take 100% online courses. USU online programs have been very successful at providing access to quality academic degrees. More recently, USU has seen an increase in the number of students taking both online courses AND traditional (or broadcast

courses). The traditional (or broadcast) courses qualify for the tuition plateau benefit. However, online course credits (with the online tuition schedule) are currently not compatible with the plateau. An increasing number of students would like to apply their online course credits to the plateau. The university wants to address student concerns, but needs to maintain an online tuition schedule in order to protect enrollments in several of its programs. The following changes will be implemented:

1. For students living in the state, and taking 100% online courses, they will be charged according to the tuition and fee table as they would for traditional (or broadcast) courses. Both the resident and non-resident tables will apply along with the plateau tuition benefit. For students living out-of-state, and taking 100% online courses, they will continue to be charged according to the current flat-rate online tuition schedule (non plateau). In some cases, USU may choose to waive student fees in order to maintain competitiveness for its online credits.
2. For students who take both online and traditional (and broadcast) courses all credits will be applied to the regular tuition and fee table with the plateau benefit. If out-of-state students enroll in online courses AND a traditional (or broadcast) course, they will be charged the current online flat rate for the online credits and the tuition and fee table rate for the traditional (or broadcast) credit(s).



UTAH VALLEY UNIVERSITY

VICE PRESIDENT *for* PLANNING, BUDGET, & HUMAN RESOURCES

March 14, 2014

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

Dear Commissioner Buhler,

In 2010, UVU implemented a Master of Business Administration (MBA) program. Beginning in Fall 2013, newly enrolled MBA students are required to complete an international experience as part of their program of study. The increased cost to the university for this requirement is \$4,000 per student.

During this past year, newly enrolled MBA students had this requirement while the continuing MBA students were completing their program under previous MBA requirements. Thus, during 2013-14, UVU implemented a course fee for the newly enrolled MBA students. Beginning in Fall 2014, all MBA students will be required to complete the international experience.

To facilitate communication with students regarding program costs and improve the efficiency of administrative processes, UVU requests an increase to the MBA graduate scale of \$111 per credit per semester beginning Fall 2014. The \$320,000 projected annual revenue from this increase will be used exclusively to support the coordination of and participation in an international experience for MBA students.

Attached is a comparison of 2013-14 MBA tuition rates (10 semester hours per semester) within USHE.

Please let me know if you have questions or require additional information.

Sincerely,

Linda Makin  
Vice President for Planning, Budget and Human Resources

Attachment

2013-14 MBA Tuition Comparison  
Per Semester, Resident, 10 credit hours

Institution	2013-14 Rate
University of Utah	\$7,556
Utah State University	\$5,959
Weber State University	\$4,107
Southern Utah University	\$3,992
Utah Valley University (without international experience differential)	\$4,280
Utah Valley University (with international experience differential)	\$5,390



UTAH VALLEY UNIVERSITY

VICE PRESIDENT *for* PLANNING, BUDGET, & HUMAN RESOURCES

March 17, 2014

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

Dear Commissioner Buhler,

In 2008, UVU implemented a Master of Science in Nursing (MSN) program. At that time, UVU proposed and the Regents approved a differential tuition for students enrolling in the program.

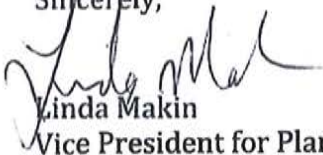
The MSN program is undergoing a program review. As part of that review, a comparison of tuition rates for Master of Science in Nursing programs within USHE was conducted. Unlike Weber, UVU has been charging a differential graduate tuition rate rather UVU's base graduate tuition rate. Based on the program review and the tuition comparison, UVU proposes eliminating the differential tuition for its MSN program. Beginning Summer 2014, students in UVU's MSN program would be charged UVU's base graduate tuition and fees.

2013-14 MSN Tuition Comparison  
Per Semester, Resident, 10 credit hours

Institution	2013-14 Rate
University of Utah	\$4,669
Weber State University (base graduate tuition)	\$3,242
Utah Valley University (with current differential)	\$3,920
Utah Valley University (without current differential; base graduate tuition)	\$2,450

Please let me know if you have questions or require additional information.

Sincerely,



Linda Makin  
Vice President for Planning, Budget and Human Resources

## University of Utah Request for Differential Tuition Increase for Undergraduate Programs in Business

In support of its objective to provide a top quality education to students in their undergraduate business program, the University of Utah’s David Eccles School of Business proposes to increase the differential tuition currently charged on upper-division courses in undergraduate programs in the School by an amount in addition to the general University tuition increase. The School’s upper-division undergraduate students directly benefit from implementation of this differential by means of greater interaction with research faculty in undergraduate courses and improved flexibility in course offerings. The school’s performance on AACSB-accreditation-required faculty coverage metrics will also be enhanced, assuring continued accreditation status. The impact of this differential tuition increase will be tempered by a simultaneous increase in externally-raised undergraduate scholarship and research assistantship dollars of \$692,000.

### Proposal Summary

Undergraduate students in the David Eccles School of Business currently pay a tuition differential of \$112.47 per credit hour for upper-division undergraduate courses. This differential increases annually by the same amount as the University’s base tuition. In addition to the annual University tuition increase, we propose to increase the tuition differential paid by students in business upper-division undergraduate courses by an additional \$20 per credit hour beginning in 2014-15 followed by an additional \$20 per credit hour in 2015-16 and again in 2016-17. As seen in Table 1 below, the current annual upper division tuition and fees are \$10,584<sup>1</sup>. The increases would bring total annual upper-division tuition, differential, and fees in 2014-15 to \$11,064 (exclusive of changes in the University’s general tuition rates). Upon full implementation it would impact approximately 1,900 students and generate approximately \$2,600,000 in revenue per year.

	Cumulative Change in Baseline Differential	Total Tuition, Differential and Fees	Change in Tuition, Differential, and Fees Due to Proposal	% Change Due to Proposed Differential Increase
<b>2013-14</b>	\$0	\$10,584	+\$0	
<b>2014-15</b>	+\$20/credit hour	\$11,064	+\$480	4.5%
<b>2015-16</b>	+\$40/credit hour	\$11,544	+\$960	4.3%
<b>2016-17</b>	+\$60/credit hour	\$12,024	+\$1440	4.2%

**Table 1: Differential Tuition Proposal Impact on Annual Tuition, Differential, and Fees**

<sup>1</sup> Assuming an annual load of 30 credits, 24 of which are upper division within the David Eccles School of Business

## **Rationale**

If we hope to uphold our promise of providing a top-tier quality undergraduate business education to our students we must have the resources to restructure our programs and compete regionally and nationally for the talent to bring these programs to fruition.

The revenue from this differential tuition increase directly supports our upper-division students by resourcing strategic initiatives related to undergraduate education. We will be expanding our Business Scholars program from a freshman cohort experience to a four-year cohort program. We will also be implementing an upper-division business core redesign focusing on a cohort model. Finally, we need to build the capacity to grow our programs in order to meet increasing demands.

A task force at the University of Utah has been exploring student retention and progress towards graduation. It has been noted that retention rates are improved for certain university-wide cohort and learning community programs – LEAP, Honors, etc. The committee has focused on how to replicate and scale the success of these programs to improve overall student success.

Within the School, our original Business Scholars program was designed to provide a high-touch cohort experience for freshmen. Students take a year-long course which combines case-study introductions to business disciplines along with travel and volunteer experiences outside the classroom. This program has been very successful, with a retention rate from freshman year to sophomore year that is slightly higher than that for students across the University.

	<b>First-Time Full-Time Freshman Retention Rate</b>	
	<b>Business Scholars</b>	<b>University of Utah<sup>2</sup></b>
<b>2011-12</b>	89.7%	87.6%
<b>2012-13</b>	89.8%	88.4%

**Table 2: Freshman Retention Rates**

The Business Scholars program has grown from an initial cohort of 41 in 2011-12 to 108 students in 2013-14, and we are on pace for an entering class of 150 in Fall 2014.

The success of the first-year experience in Business Scholars has led to the development of a full four-year Business Scholars plan. The cohorts will be kept together each year as they progress through their academic programs by taking exclusive Business Scholars sections of certain upper-division core courses. These sections, which will be smaller than average to maintain the high-touch experience, have been approved for the 2014-15 academic year. Future plans are to grow this program to an entering class of 300+ students each year.

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<sup>2</sup> The University of Utah Office of Budget and Institutional Analysis web site, <http://www.obia.utah.edu/>

Building on this success, DESB faculty approved a series of enhancements to the undergraduate upper-division business core. Six courses have been identified to be taught in three pairs, with a goal of having students take one pair in a given semester. Syllabi will be coordinated between the courses so that topical coverage will align and a series of common assignments or case studies will reinforce the commonalities. These curricular changes have been approved, with implementation planned for Fall 2015, assuming we are able to overcome the challenges of available capacity.

Since the 2009-10 academic year, student credit hours (SCH) in undergraduate business courses have grown at an annualized rate of 6.29%, as we see from Figure 1 below. In particular, our lower division SCH has grown at an annualized rate of over 10% per year, even during 2012-13 to 2013-14 when overall enrollment at the University of Utah dropped. There is high demand for the school's business programs, and we are planning for future growth of 4% per year.

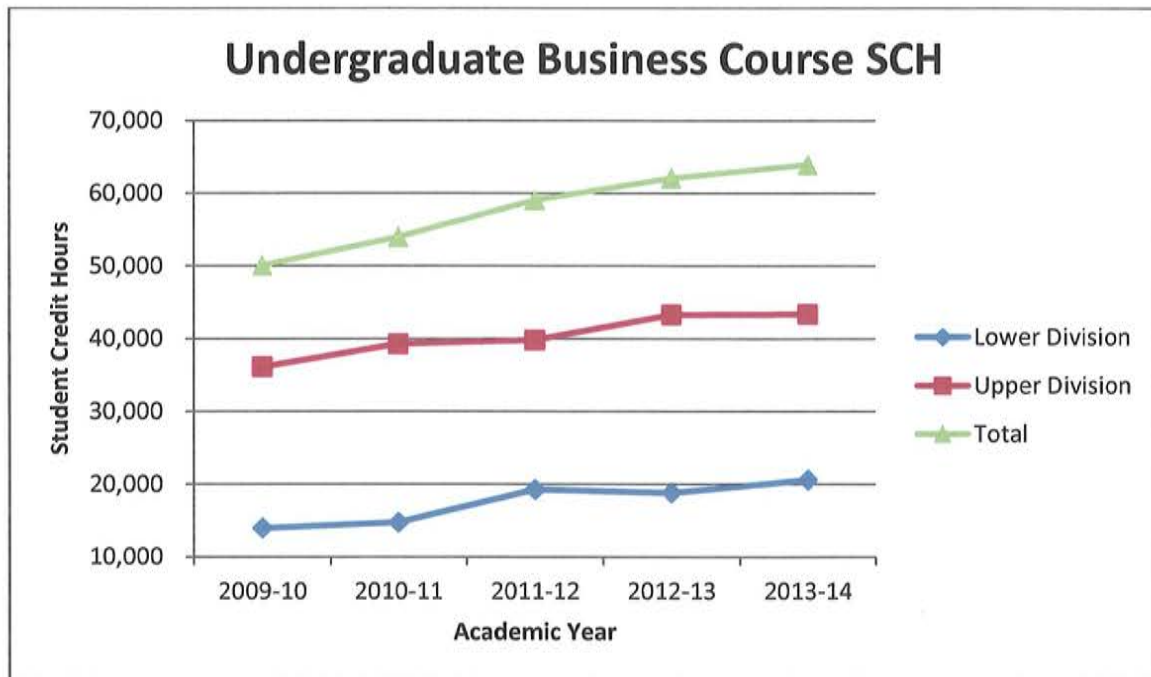


Figure 1: Undergraduate Business Course Student Credit Hour Growth

The school has thus far absorbed this growth through increased efficiency. Growth in our tenured/tenure-track faculty positions has not kept up with this program growth, as seen in Figure 2 below. In spite of hiring four to five new faculty each year, these hires have been offset by faculty departures, who are frequently leaving for academic jobs that pay substantially more.



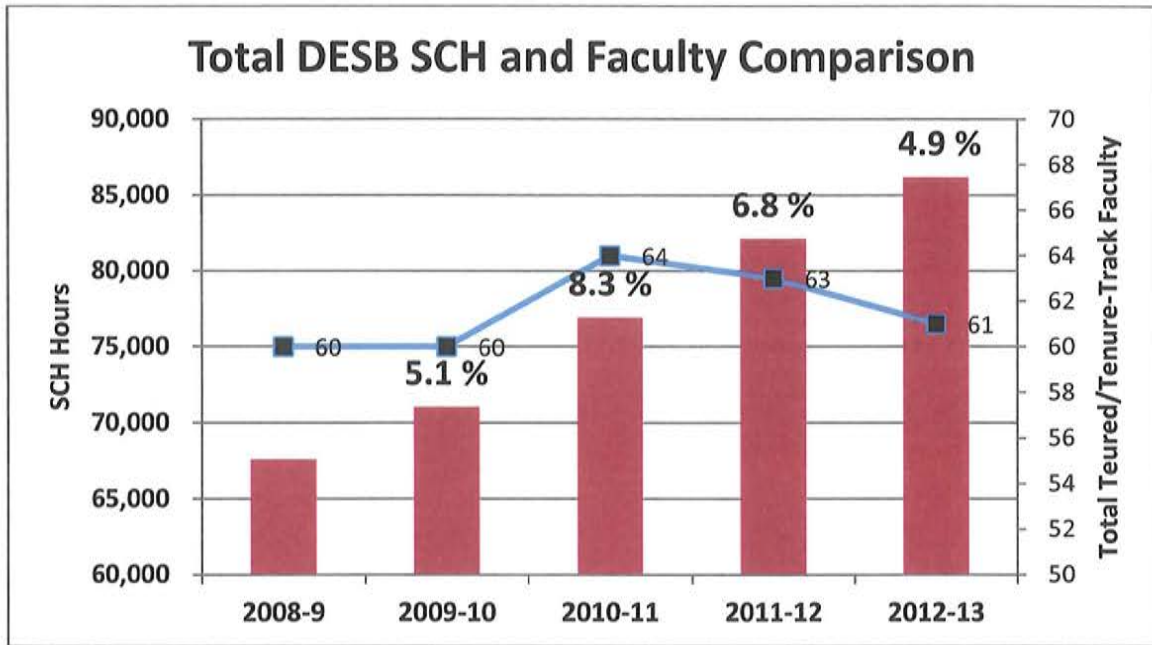


Figure 2: Total SCH and Tenured/Tenure-Track Faculty comparison

The majority of the growth has been absorbed by using more adjunct faculty and by increasing class sizes. The average class size has increased by over 8% since the Fall 2010 semester. At an average class size of 85.5, we are running out of physical space to house such classes.

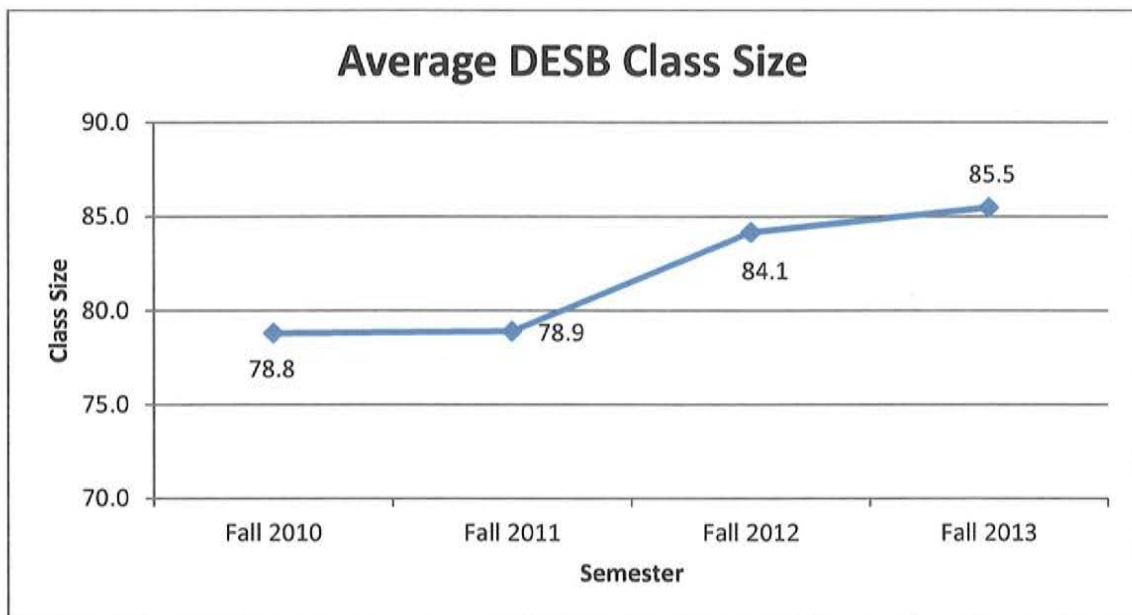


Figure 3: Average DESB Class Size

Although we have been extremely efficient in absorbing increasing student demand for our programs, we have pushed the boundaries with respect to our AACSB accreditation

requirements. Accredited institutions must maintain at least 50% coverage for tenure-track (or other academically qualified) faculty. As a PhD-granting institution, the expectation is that we will achieve closer to 75%. We are currently hovering near the minimum 50% coverage rate. Thus, unless we are willing to reduce the number of undergraduate students in the school, we must hire more tenure-track faculty. With an accreditation visit coming in January 2015, we need to make progress towards this coverage metric. We have already hired seven faculty for 2014-15, including three full professors who bring highly respected teaching and research pedigrees to the school.

The differential tuition increase will help us overcome our capacity constraint and allow us to increase our level of service to our undergraduate students. Additional staff will also be required as Business Scholars continues to grow into a four-year program.

As we strive to provide a top quality education to our students, we are carefully balancing the financial needs of such an educational program with the impact on students. Even with our current differential of \$112.47 per credit hour, tuition and differential in the David Eccles School of Business is among the lowest in the nation for business schools at state-supported research universities. In particular, we see in Figure 4 that our tuition is between \$1,000 and \$4,000 per year less than our peer state-supported research universities in the PAC-12. This becomes a challenge as we strive to compete for faculty against other PAC-12 schools with more financial resources.

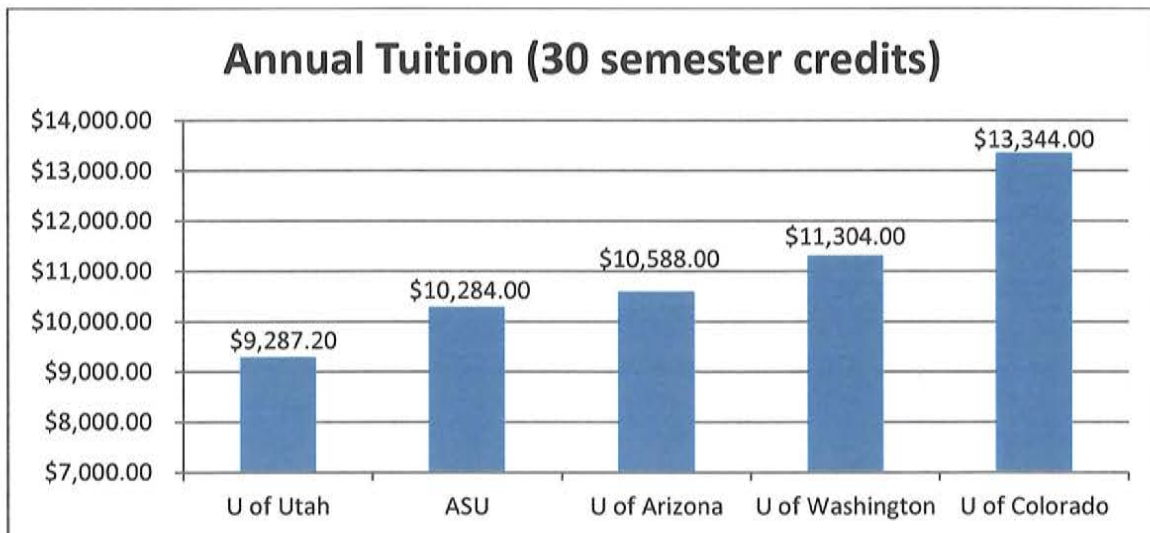


Figure 4: Annual Tuition and Differential normalized to 30 Semester Credit Hours

With the proposed differential tuition increase schedule, the school's upper-division tuition costs in three years will be approximately the same as the *current* tuition at Carey (Arizona State University), still behind the current tuition of other PAC-12 state-funded research universities.

The School's renewed dedication to its undergraduate programs has led to significant improvement in the average salary of graduates, as we can see in Figure 5 below. Over the last year, the average rose 6.7%; and since the beginning of the economic recovery in 2011, the average has increased 13.3%. An undergraduate business degree from DESB has leads to well-paying jobs.



**Figure 5: Average Salary for Undergraduates**

We have discussed this proposal with student leadership from Business Leaders, Inc. (BLInc), which serves as the DESB undergraduate student advisory committee. While not overjoyed with a tuition increase, all students were supportive. Several commented that high-quality education comes at a cost. One was so bold as to ask,

*"Is the increase sufficient to move our undergraduate program forward, or should you ask for more?"*

We are quite sensitive to our students' ability to pay for a business education. In addition to our Business Scholars program, scholarship opportunities exist for first generation and financially disadvantaged students through our Opportunity Scholars program – a vibrant external relations department raises other targeted scholarship money each year.

Table 3 outlines actual undergraduate scholarship dollars spent in 2012-13 and 2013-14, with projections for 2014-15 through 2016-17. An additional funding source will become available in Fall 2016 with the opening of the Lassonde Institute Live and Learn Center. \$150,000 increasing to \$225,000 will be available for undergraduate research assistants and scholarships. Over the next few years, we are projecting to more than double the amount of undergraduate scholarship money – a total increase of \$692,000. Additionally, a recent exercise undertaken by our scholarship administrator indicated

that many students are not utilizing Pell Grant opportunities, which can provide a student up to \$4500 per year. We will provide financial aid training to incoming students to insure that they are utilizing all resources available to them. Thus, the actual tuition increase to students will be offset with an increase in scholarships.

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Scholarships</b>	\$633,272	\$713,365	\$1,050,000	\$1,173,500	\$1,255,645
<b>Lassonde</b>					\$150,000
<b>Total</b>	\$633,272	\$713,365	\$1,050,000	\$1,173,500	\$1,405,645

**Table 3: Undergraduate Scholarships**

We work in public education because we are deeply committed to the principle that is at the foundation of the University of Utah: a world-class education for all who qualify, regardless of means. Without increases in differential tuition, we will be in danger of not delivering on this quality promise. By raising scholarships and training our students to obtain dollars for which they are eligible, we pledge to enable all of our students to receive an education they can afford.

The proposal presented here requests an increased differential for the upper-division business courses at the undergraduate level.

The specific proposal is the following:

- 2014-15 Increase upper-division business differential by \$20 per credit hour (in addition to University increases in base tuition)
- 2015-16 Increase upper-division business differential by \$20 (in addition to University increases in base tuition)
- 2016-17 Increase upper-division business differential by \$20 (in addition to University increases in base tuition)

March 19, 2014

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Fee Increases for 2014-2015

Issue

USHE officials seek Regent approval of the general student fee schedules for 2014-15.

Background

Fees are charged to students in conjunction with the payment of tuition and go to support various campus programs or needs such as student activities/support, building bonds, building support, athletics, student health, and technology. Institutional presidents consult with student leaders to determine the level of general student fees to be assessed during the upcoming year.

As a general rule-of-thumb, the Regents have allowed institutions to increase student fees each year up to the rate at which tuition is increased. Institutions with proposed fee rate increases exceeding the tuition rate increase have provided evidence of student support for the increase. The University of Utah (UU) proposed student fee rate exceeds the tuition rate due to a \$60 per semester amount to support the Student Life Center beginning spring 2015. Project and fee was approved during the 2012 General Legislative Session (HB 8). A letter of support from the UU student leadership will be provided prior to the Regents' meeting.

The Commissioner's staff has prepared five attachments that summarize student fee information.

- Attachment 1: Summary of USHE 2014-15 annual fees for a full-time student
- Attachment 2: Summary and comparison of 2014-15 annual fees by institution and credit hour
- Attachment 3: Summary of proposed changes for each institution
- Attachment 4: Ten-year history of fee increases for the USHE institutions
- Attachment 5: Support letter from the UU student body leadership (to be provided)

Commissioner's Recommendation

The Commissioner recommends approval of the fee schedules included in the attachments.

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David L. Buhler  
Commissioner for Higher Education

DLB/GLS/BLS/AMN  
Attachment

**2014-15 UNDERGRADUATE STUDENT FEES**

Annual Fee Rate for a Full-Time Student (15 Credit Hours for 2 Consecutive Semesters)

	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC
<b>Fees</b>								
Student Activity/ Support Fees	222.82	201.22	273.12	124.00	63.90	300.80	136.76	128.00
Building Bond Fees		177.60	241.86	212.00			214.68	118.00
Building Support Fees	258.48	17.50	62.70	110.00	234.60	131.00	117.12	57.00
Athletic Fees	168.02	271.70	125.46	204.00	42.00	130.00	213.52	61.00
Health Fees	40.96	85.36	51.70	8.00	9.60	18.50	17.32	29.00
Technology Fees	227.04	127.72	91.82	64.00	31.90	81.70	14.84	25.50
Transportation Fees	84.00	47.50	10.86				13.76	7.00
Other Fees	5.00	6.00			8.00			3.00
<b>Total Fees</b>	<b>\$1,006.32</b>	<b>\$934.60</b>	<b>\$857.52</b>	<b>\$722.00</b>	<b>\$390.00</b>	<b>\$662.00</b>	<b>\$728.00</b>	<b>\$428.50</b>

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)

*Summary of General Student Fees 2013-14 vs. 2014-15 (for a Full-time Student 2 semesters - 15 credit hours each)***University of Utah: Fees**

Fee Category	Fee Description	2013-14 Fees	2014-15 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	ASUU	\$46.24	\$46.24	\$0.00	0.0%
	Collegiate Readership Program	8.60	8.60	\$0.00	0.0%
	Fine Arts	24.00	24.00	\$0.00	0.0%
	Library	22.00	22.00	\$0.00	0.0%
	Publications	12.36	12.36	\$0.00	0.0%
	Recreation	37.62	37.62	\$0.00	0.0%
	Money Management	6.00	6.00	\$0.00	0.0%
	Study Abroad	6.00	6.00	\$0.00	0.0%
	Student Life Center (Spring 15)*	0.00	60.00	\$60.00	N/A
		<b>162.82</b>	<b>222.82</b>		
3. Building Support Fees	Building	238.48	238.48	\$0.00	0.0%
	Utilities (Formerly Fuel and Power)	20.00	20.00	\$0.00	0.0%
		<b>258.48</b>	<b>258.48</b>		
4. Athletic Fees	Athletics	168.02	168.02	\$0.00	0.0%
5. Health Fees	Health	40.96	40.96	\$0.00	0.0%
6. Technology Fees	Computer Fee	227.04	227.04	\$0.00	0.0%
7. Transportation Fees	Transportation	84.00	84.00	\$0.00	0.0%
8. Other Fees	Sustainability	5.00	5.00	\$0.00	0.0%
	<b>Total Fees</b>	<b>\$946.32</b>	<b>\$1,006.32</b>	<b>\$60.00</b>	<b>6.3%</b>

**Utah System of Higher Education***Per Credit Hour Charges for General Student Fees 2014-15 per Semester***University of Utah: Undergraduate Fees**

Credit Hours	\$ Amount
1	\$350.88
2	363.90
3	376.92
4	389.94
5	402.96
6	415.98
7	429.00
8	442.02
9	455.04
10	468.06
11	481.08
12	494.10
13	507.12
14	520.14
15	533.16
16	539.53
17	545.90
18	552.27
19	558.64
20	565.01
21	571.38
22	577.75
23	584.12
24	590.49
25	596.86

\*Note: The Student Life Center Fee of \$60/Semester (\$120/year) will not be charged until the new Student Life Center Opens in Spring '15.

Summary of General Student Fees 2013-14 vs. 2014-15 (for a Full-time Student 2 semesters - 15 credit hours each)

Utah State University: Fees					
Fee Category	Fee Description	2013-14 Fees	2014-15 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity	\$67.78	\$71.48	\$3.70	5.5%
	Campus Recreation	56.04	56.90	\$0.86	1.5%
	Library	55.66	55.66	\$0.00	0.0%
	Music & Theater	17.18	17.18	\$0.00	0.0%
		<b>196.66</b>	<b>201.22</b>		
2. Building Bond Fees	Building	177.60	177.60	\$0.00	0.0%
3. Building Support Fees	Building	17.50	17.50	\$0.00	0.0%
4. Athletic Fees	Athletics	258.76	271.70	\$12.94	5.0%
5. Health Fees	Health Services	82.36	85.36	\$3.00	3.6%
6. Technology Fees	Computer Labs	127.72	127.72	\$0.00	0.0%
7. Transportation Fees	Aggie Shuttle	40.00	42.00	\$2.00	5.0%
	Blue Bikes	5.50	5.50	\$0.00	0.0%
		<b>45.50</b>	<b>47.50</b>		
8. Other Fees	Sustainability	6.00	6.00	\$0.00	0.0%
<b>Total Fees</b>		<b>\$912.10</b>	<b>\$934.60</b>	<b>\$22.50</b>	<b>2.5%</b>

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2014-15 per Semester

Utah State University Fees	
Credit Hours	\$ Amount
1	\$306.50
2	319.90
3	333.30
4	346.70
5	360.10
6	373.50
7	386.90
8	400.30
9	413.70
10	427.10
11	440.50
12	453.90
13	467.30
14	467.30
<b>15</b>	<b>467.30</b>
16	467.30
17	467.30
18	467.30
19	480.70
20	494.10
21	507.50
22	520.90
23	534.30
24	547.70
25	\$561.10



Summary of General Student Fees 2013-14 vs. 2014-15 (for a Full-time Student 2 semesters - 15 credit hours each)

**Weber State University: Fees**

Fee Category	Fee Description	2013-14 Fees	2014-15 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity	\$189.12	\$194.02	4.90	2.6%
	ID Cards	7.00	17.00	10.00	142.9%
	Recreation	61.60	62.10	0.50	0.8%
		<b>257.72</b>	<b>273.12</b>		
2. Building Bond Fees	Building	241.72	241.86	0.14	0.1%
3. Building Support Fees	Union Building	57.68	62.70	5.02	8.7%
4. Athletic Fees	Athletic	121.00	125.46	4.46	3.7%
5. Health Fees	Medical	50.70	51.70	1.00	2.0%
6. Technology Fees	Student Computer Labs	23.84	24.30	0.46	1.9%
	Computer	67.80	67.52	(0.28)	-0.4%
		<b>91.64</b>	<b>91.82</b>		
7. Transportation Fees	Transportation	10.44	10.86	0.42	4.0%
8. Other Fees					
<b>Total Fees</b>		<b>\$830.90</b>	<b>\$857.52</b>	<b>26.62</b>	<b>3.2%</b>

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2014-15 per Semester

**Weber State University Fees**

Credit Hours	\$ Amount
1	\$113.36
2	144.90
3	176.44
4	207.98
5	239.52
6	271.06
7	302.60
8	334.14
9	365.68
10	397.22
11	428.76
12	428.76
13	428.76
14	428.76
15	<b>428.76</b>
16	428.76
17	428.76
20	428.76
19	428.76
20	428.76
21	428.76
22	428.76
23	428.76
24	428.76
25	\$428.76

Summary of General Student Fees 2013-14 vs. 2014-15 (for a Full-time Student 2 semesters - 15 credit hours each)

Southern Utah University: Fees

Fee Category	Fee Description	2013-14 Fees	2014-15 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Braithwaite Gallery	\$1.00	\$1.00	0.00	0.0%
	Student Center Activity	15.00	15.00	0.00	0.0%
	Student I.D.	3.00	3.00	0.00	0.0%
	Theatre Arts & Dance	6.00	6.00	0.00	0.0%
	Music	5.00	5.00	0.00	0.0%
	Campus Recreation	10.00	10.00	0.00	0.0%
	Outdoor Recreation	10.00	16.00	6.00	60.0%
	Community Engagement	7.00	7.00	0.00	0.0%
	Student Association	49.00	49.00	0.00	0.0%
	University Journal	12.00	12.00	0.00	0.0%
		<b>118.00</b>	<b>124.00</b>		
2. Building Bond Fees	Building	212.00	212.00	0.00	0.0%
3. Building Support Fees	Building	110.00	110.00	0.00	0.0%
4. Athletic Fees	Athletics	204.00	204.00	0.00	0.0%
5. Health Fees	Counseling	8.00	8.00	0.00	0.0%
6. Technology Fees	Computer	64.00	64.00	0.00	0.0%
<b>Total Fees</b>		<b>\$716.00</b>	<b>\$722.00</b>	<b>\$6.00</b>	<b>0.8%</b>

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2014-15 per Semester

Southern Utah University Fees

Credit Hours	\$ Amount
1	\$43.00
2	78.00
3	113.00
4	148.00
5	183.00
6	218.00
7	253.00
8	288.00
9	323.00
10	361.00
11	361.00
12	361.00
13	361.00
14	361.00
15	361.00
16	361.00
17	361.00
18	361.00
19	361.00
20	361.00
21	361.00
22	361.00
23	361.00
24	361.00
25	\$361.00

Summary of General Student Fees 2013-14 vs. 2014-15 (for a Full-time Student 2 semesters - 15 credit hours each)

Snow College: Fees

Fee Category	Fee Description	2013-14 Fees	2014-15 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity	\$37.00	\$37.00	0.00	0.0%
	Intramurals	12.00	12.00	0.00	0.0%
	Music	6.00	6.00	0.00	0.0%
	Theater	8.90	8.90	0.00	0.0%
		<b>63.90</b>	<b>63.90</b>		
3. Building Support Fees	Building	234.60	234.60	0.00	0.0%
4. Athletic Fees	Athletics	42.00	42.00	0.00	0.0%
5. Health Fees	Insurance	9.60	9.60	0.00	0.0%
6. Technology Fees	Computer	31.90	31.90	0.00	0.0%
8. Other Fees	Communication	8.00	8.00	0.00	0.0%
<b>Total Fees</b>		<b>\$390.00</b>	<b>\$390.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2014-15 per Semester

Snow College Fees

Credit Hours	\$ Amount
1	\$0.00
2	0.00
3	57.00
4	76.00
5	100.00
6	119.00
7	138.00
8	157.00
9	176.00
10	195.00
11	195.00
12	195.00
13	195.00
14	195.00
<b>15</b>	<b>195.00</b>
16	195.00
17	195.00
18	195.00
19	195.00
20	195.00
21	195.00
22	195.00
23	195.00
24	195.00
25	\$195.00

Summary of General Student Fees 2013-14 vs. 2014-15 (for a Full-time Student 2 semesters - 15 credit hours each)

Dixie State University: Fees

Fee Category	Fee Description	2013-14 Fees	2014-15 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Student Services Programs	111.80	111.80	\$0.00	0.0%
	Associated Students (DSUSA)	\$66.00	\$66.00	\$0.00	0.0%
	Recreation/Intramurals/Fitness	\$37.30	\$48.00	\$10.70	28.7%
	Student Involvement	30.00	30.00	\$0.00	0.0%
	Testing Center	11.00	13.00	\$2.00	18.2%
	Tutoring Center	8.00	8.00	\$0.00	0.0%
	Theater/Dance/Music/Art	4.00	4.00	\$0.00	0.0%
	Road to Success (Mentoring)	5.00	0.00	(\$5.00)	-100.0%
	Writing Center	4.00	4.00	\$0.00	0.0%
	Dixie Sun	2.00	2.00	\$0.00	0.0%
	Student ID Card	2.00	2.00	\$0.00	0.0%
	Multicultural & Diversity	2.00	2.00	\$0.00	0.0%
	One-time Fund	3.00	6.00	\$3.00	100.0%
Radio & Broadcast Advertising	4.00	4.00	\$0.00	0.0%	
		<b>290.10</b>	<b>300.80</b>		
3. Building Support Fees	New Student Center Fund	82.30	82.00	(\$0.30)	-0.4%
	Student Center Operations	40.00	40.00	\$0.00	0.0%
	Unexpended Plant	9.00	9.00	\$0.00	0.0%
		<b>131.30</b>	<b>131.00</b>		
4. Athletic Fees	Athletics	130.00	130.00	\$0.00	0.0%
5. Health Fees	Health and Wellness Center	14.00	18.00	\$4.00	28.6%
	AED	0.50	0.50	\$0.00	0.0%
		<b>14.50</b>	<b>18.50</b>		
6. Technology Fees	IT Support	37.70	37.70	\$0.00	0.0%
	Institutional Computers	39.40	44.00	\$4.60	11.7%
		<b>77.10</b>	<b>81.70</b>		
<b>Total Fees</b>		<b>\$643.00</b>	<b>\$662.00</b>	<b>\$19.00</b>	<b>3.0%</b>

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2014-15 per Semester

Dixie State University Fees

Credit Hours	\$ Amount
1	\$10.00
2	10.00
3	10.00
4	151.00
5	181.00
6	211.00
7	241.00
8	271.00
9	301.00
10	331.00
11	331.00
12	331.00
20	331.00
14	331.00
15	331.00
16	331.00
17	331.00
18	331.00
19	331.00
20	331.00
21	331.00
22	331.00
23	331.00
24	331.00
25	331.00

Summary of General Student Fees 2013-14 vs. 2014-15 (for a Full-time Student 2 semesters - 15 credit hours each)

Utah Valley University: Fees

Fee Category	Fee Description	2013-14 Fees	2014-15 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Student Programs	\$116.08	\$99.80	(16.28)	-14.0%
	Issue Room	3.64	3.64	0.00	0.0%
	Campus Recreation	0.00	33.32	33.32	N/A
		<b>119.72</b>	<b>136.76</b>		
2. Building Bond Fees	Building	226.68	214.68	(12.00)	-5.3%
3. Building Support Fees	Student Center	62.48	56.48	(6.00)	-9.6%
	Student Life & Wellness Building	31.96	60.64	28.68	89.7%
		<b>94.44</b>	<b>117.12</b>		
4. Athletic Fees	Athletics	213.52	213.52	0.00	0.0%
5. Health Fees	Wellness	21.20	17.32	(3.88)	-18.3%
6. Technology Fees	Computer	28.68	14.84	(13.84)	-48.3%
7. Transportation Fees	UTA	13.76	13.76	0.00	0.0%
<b>Total Fees</b>		<b>\$718.00</b>	<b>\$728.00</b>	<b>\$10.00</b>	<b>1.4%</b>

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2014-15 per Semester

Utah Valley University Fees

Credit Hours	\$ Amount
1	\$52.00
2	104.00
3	156.00
4	208.00
5	260.00
6	312.00
7	364.00
8	364.00
9	364.00
10	364.00
11	364.00
12	364.00
13	364.00
14	364.00
<b>15</b>	<b>364.00</b>
16	364.00
17	364.00
18	364.00
19	364.00
20	364.00
21	364.00
22	364.00
23	364.00
24	364.00
25	364.00

Summary of General Student Fees 2013-14 vs. 2014-15 (for a Full-time Student 2 semesters - 15 credit hours each)

Salt Lake Community College: Fees

Fee Category	Fee Description	2013-14 Fees	2014-15 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity Fee	\$49.50	\$52.50	\$3.00	6.1%
	Arts and Cultural Events	7.00	7.00	\$0.00	0.0%
	ID Card	23.50	23.50	\$0.00	0.0%
	Student Service Center	29.50	30.50	\$1.00	3.4%
	Publication - Student Newspaper	1.50	1.50	\$0.00	0.0%
	Community Service	8.00	8.50	\$0.50	6.3%
	Child Care	4.50	4.50	\$0.00	0.0%
		<b>123.50</b>	<b>128.00</b>		
2. Building Bond Fees	Building Fee	118.00	118.00	\$0.00	0.0%
3. Building Support Fees	Union Building	57.00	57.00	\$0.00	0.0%
4. Athletic Fees	Athletics	60.00	61.00	\$1.00	1.7%
5. Health Fees	Medical/Health Fee	29.00	29.00	\$0.00	0.0%
6. Technology Fees	Computer/Technology	20.50	25.50	\$5.00	24.4%
7. Transportation Fees	Transportation Fee	7.00	7.00	\$0.00	0.0%
8. Other Fees	Sustainability Fee	3.00	3.00	\$0.00	0.0%
	<b>Total Fees</b>	<b>\$418.00</b>	<b>\$428.50</b>	<b>\$10.50</b>	<b>2.5%</b>

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2014-15 per Semester

Salt Lake Community College Fees

Credit Hours	\$ Amount
1	\$61.25
2	78.25
3	95.25
4	112.25
5	129.25
6	146.25
7	163.25
8	180.25
9	197.25
10	214.25
11	214.25
12	214.25
13	214.25
14	214.25
15	<b>214.25</b>
16	214.25
17	214.25
18	214.25
20	214.25
20	214.25
21	214.25
22	214.25
23	214.25
24	214.25
25	214.25

Summary of Recommended 2014-15 Undergraduate Fee Changes

15 Credit Hour Load for 2 Semesters

Institution and Fee Type	Increase from 2013-14	
	Dollars	Percent

**University of Utah**

*Student Activity/ Support Fees*

Student Life Center (Spring 15)*	\$60.00	New fee
<b>Total Increase</b>	<b>\$60.00</b>	<b>6.3%</b>

**Utah State University**

*Student Activity/ Support Fees*

Activity	\$3.70	5.5%
Campus Recreation	\$0.86	1.5%

*Athletic Fees*

Athletics	\$12.94	5.0%
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*Health Fees*

Health Services	\$3.00	3.6%
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*Transportation Fees*

Aggie Shuttle	\$2.00	5.0%
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<b>Total Increase</b>	<b>\$22.50</b>	<b>2.5%</b>
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**Weber State University**

*Student Activity/ Support Fees*

Activity	\$4.90	2.6%
ID Cards	\$10.00	142.9%
Recreation	\$0.50	0.8%

*Building Bond Fees*

Building	\$0.14	0.1%
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*Building Support Fees*

Union Building	\$5.02	8.7%
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*Athletic Fees*

Athletic	\$4.46	3.7%
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*Health Fees*

Medical	\$1.00	2.0%
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*Technology Fees*

Student Computer Labs	\$0.46	1.9%
Computer	(\$0.28)	-0.4%

*Transportation Fees*

Transportation	\$0.42	4.0%
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<b>Total Increase</b>	<b>\$26.62</b>	<b>3.2%</b>
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**Southern Utah University**

*Student Activity/ Support Fees*

Outdoor Recreation	\$6.00	60.0%
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<b>Total Increase</b>	<b>\$6.00</b>	<b>0.8%</b>
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Institution and Fee Type	Increase from 2013-14	
	Dollars	Percent

**Snow College**

<b>Total Increase</b>	<b>\$0.00</b>	<b>0.0%</b>
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**Dixie State University**

*Student Activity/ Support Fees*

Recreation/Intramurals/Fitness	\$10.70	28.7%
Testing Center	\$2.00	18.2%
Road to Success (Mentoring)	(\$5.00)	-100.0%
One-time Fund	\$3.00	100.0%

*Building Support Fees*

New Student Center Fund	(\$0.30)	-0.4%
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*Health Fees*

Health and Wellness Center	\$4.00	28.6%
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*Technology Fees*

Institutional Computers	\$4.60	11.7%
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<b>Total Increase</b>	<b>\$19.00</b>	<b>3.0%</b>
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**Utah Valley University**

*Student Activity/ Support Fees*

Student Programs	(\$16.28)	-14.0%
Campus Recreation	\$33.32	New Fee

*Building Bond Fees*

Building	(\$12.00)	-5.29%
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*Building Support Fees*

Student Center	(\$6.00)	-9.6%
Student Life & Wellness Building	\$28.68	89.7%

*Health Fees*

Wellness	(\$3.88)	-18.3%
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*Technology Fees*

Computer	(\$13.84)	-48.3%
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<b>Total Increase</b>	<b>\$10.00</b>	<b>1.4%</b>
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**Salt Lake Community College**

*Student Activity/ Support Fees*

Activity Fee	\$3.00	6.1%
Student Service Center	\$1.00	3.4%
Community Service	\$0.50	6.3%

*Athletic Fees*

Athletics	\$1.00	1.7%
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*Technology Fees*

Computer Technology	\$5.00	24.4%
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<b>Total Increase</b>	<b>\$10.50</b>	<b>2.5%</b>
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\*Note: The Student Life Center Fee of \$60/Semester (\$120/year) will not be charged until the new Student Life Center Opens in Spring '15.

**HISTORY OF GENERAL UNDERGRADUATE STUDENT FEES AND PERCENTAGE INCREASES**

2005-06 through 2014-15 Proposed

Fifteen Credit Hour Load -- 2 Semesters

**Ten Year History and Proposed 2014-15 Amounts by Institution**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
U of U	\$669.40	\$690.60	\$717.26	\$758.88	\$789.60	\$846.92	\$912.76	\$938.02	\$946.32	\$1,006.32
USU	544.00	571.00	585.00	627.12	784.62	804.36	825.88	909.70	912.10	934.60
WSU	591.80	639.40	674.58	701.56	729.62	751.62	774.20	806.72	830.90	857.52
SUU	524.00	504.50	522.00	526.00	539.00	540.00	540.00	616.00	716.00	722.00
Snow	360.00	380.00	380.00	380.00	390.00	390.00	390.00	390.00	390.00	390.00
DSU	382.00	392.00	436.00	451.20	505.20	549.20	600.00	620.00	643.00	662.00
UVU	442.00	496.00	528.00	564.00	584.00	616.00	640.00	664.00	718.00	728.00
SLCC	344.00	357.50	366.50	373.50	414.00	412.00	412.00	411.00	418.00	428.50
USHE <sup>(1)</sup>	\$482.15	\$503.88	\$526.17	\$547.78	\$592.01	\$613.76	\$636.86	\$669.43	\$696.79	\$716.12

**Ten Year History and Proposed 2014-15 Percent Change from Prior Year by Institution**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
U of U	5.2%	3.2%	3.9%	5.8%	4.1%	7.3%	7.8%	2.8%	0.9%	6.3%
USU	3.9%	5.0%	2.5%	7.2%	25.1%	2.5%	2.7%	10.1%	0.3%	2.5%
WSU <sup>(2)</sup>	11.2%	8.0%	5.5%	4.0%	4.0%	3.0%	3.0%	4.2%	3.0%	3.2%
SUU	12.4%	-3.7%	3.5%	0.8%	2.5%	0.2%	0.0%	14.1%	16.2%	0.8%
Snow	20.0%	5.6%	0.0%	0.0%	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%
DSU	5.6%	2.6%	11.2%	3.5%	12.0%	8.7%	9.3%	3.3%	3.7%	3.0%
UVU	6.3%	12.2%	6.5%	6.8%	3.6%	5.5%	3.9%	3.8%	8.1%	1.4%
SLCC	0.6%	3.9%	2.5%	1.9%	10.8%	-0.5%	0.0%	-0.2%	1.7%	2.5%
USHE <sup>(1)</sup>	7.8%	4.5%	4.4%	4.1%	9.1%	3.4%	3.8%	5.1%	4.1%	2.8%

(1) Simple averages.



March 19, 2014

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Preliminary Framework for 2015-16 Budget Request

Background

One of the duties of the Board of Regents as established by law is to recommend to the Governor and the Legislature "a combined appropriation for the operating budgets of higher education institutions" (Utah Code Annotated 53B-7-101). This is usually considered and approved at the September Board of Regents meeting. The Presidents collaboratively came together in the summer of 2013, with the intent of focusing one year's request cycle with acute equity as the focus, in an attempt to address this challenging issue. In September 2013 the Board approved its recommendation including a significant focus on "Acute Equity...for those institutions with the most acute equity needs" at \$69.7 million. The 2014 Legislature funded this recommendation at \$50 million. As stated in the 2014-15 Operating Budget Request approved by the Board in September 2013, it was intended that after addressing acute equity this year "*in future years equity will still be considered across all institutions.*"

Issue

To address the needs of all higher education institutions within the USHE, consideration should be given to building upon this year's legislative success the FY15-16 budget request should include funding for all eight institutions of higher education to address student success throughout the state and recognizing that the state per-student funding at most if not all institutions is significantly less than those of peer institutions as defined by Carnegie classification. Consideration should also be given to other portions of the FY16 Mission-Based Funding (MBF) request by encouraging strategic priorities as established by the Board of Regents and recognizing institutional distinctive missions, and by further developing post-performance funding efforts. It would be helpful to the system for the work in fashioning the 2015-16 budget recommendation to begin earlier rather than later.

Commissioner's Recommendation

The Board should direct the Commissioner, working with the Presidents, to bring forward to the May 2014 Board meeting, a preliminary framework for the 2015-16 budget recommendation, including the following elements:

- Per-student funding at each institution based on their mission and role with a goal of each institution reaching their benchmark median over time.
  - The goal is to bring institutions to the same percentage of their benchmark median.
- Funding of statewide strategic priorities as established by the Board.
- Post-performance funding.

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David L. Buhler  
Commissioner of Higher Education