



AGENDA <i>(Amended May 16, 2013)</i>	
7:30 - 8:50 a.m.	BREAKFAST MEETING - STATE BOARD OF REGENTS, WSU BOARD OF TRUSTEES PRESIDENT WIGHT, COMMISSIONER BUHLER <i>(Skyroom - Room 404)</i>
8:50 - 9:00 a.m.	BREAK
9:00 - 9:01 a.m.	COMMITTEE OF THE WHOLE (MOTION FOR CLOSED SESSION) <i>(Skyroom - Room 404)</i>
9:01 - 10:00 a.m.	EXECUTIVE SESSION (CLOSED MEETING - STATE BOARD OF REGENTS) <i>(Skyroom - Room 404)</i>
10:00 - 10:30 a.m.	CAMPUS CONNECTIONS
10:30 - 10:45 a.m.	REFRESHMENT BREAK <i>(Mezzanine)</i>
10:45 - 11:45 a.m.	MEETINGS OF BOARD COMMITTEES
	<p>ACADEMIC AND STUDENT AFFAIRS COMMITTEE Regent Fance A. Davis, Chair <i>Location: Room 320</i></p> <p>ACTION:</p> <ol style="list-style-type: none"> 1. University of Utah – Extended Asian Campus at Songdo, South Korea TAB A 2. Weber State University – Associate of Science in Pre-Education TAB B 3. Southern Utah University – Associate of Applied Science in Aerospace/Aviation Technology – Professional Pilot with Emphases in Rotor-Wing and Fixed-Wing Aircraft TAB C 4. Salt Lake Community College – Certificate of Completion and Associate of Applied Science in Electronics Engineering Technology TAB D 5. R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles TAB E 6. R161, Guidelines for Cooperation Between the State Board of Regents and the State Board of Education TAB F 7. R138, University Centers TAB G <p>CONSENT:</p> <p>Please see the General Consent Calendar at TAB Z.</p> <p>INFORMATION:</p> <ol style="list-style-type: none"> 1. CACG Collaborative Counselor Training Initiative TAB H 2. StepUp Spring College Nights TAB I 3. College Access Challenge Grant Annual Report TAB J <p>FINANCE/FACILITIES COMMITTEE Regent Jed H. Pitcher, Chair</p>

Location: Room 321

ACTION:

1. University of Utah – Programming and Design Approval for the Lassonde Living Learning Center [TAB K](#)
2. Weber State University – Campus Master Plan Update [TAB L](#)
3. Guidelines for Performance Funding, 2013-14 [TAB M](#)
4. 2013-2014 Distinctive Mission Based Funding [TAB N](#)
5. R583, Student Recruitment and the Report of Advertising Costs [TAB O](#)
6. R587, Lease-Purchase Financing [TAB P](#)
7. R501, Budgeting Definitions and Guidelines [TAB Q](#)
8. R763, Funding of Parking Facilities Repair Costs [TAB R](#)
9. R205, Presidential Appointment, Term of Office and Compensation and Benefits [TAB S](#)
10. USHE – Enrollment Forecasts [TAB T](#)
11. Capital Development Prioritization (CDP) Cycle – Adoption of Priority Guidelines [TAB U](#)
12. UHEAA Revenue Bonds [TAB V](#)

CONSENT:

Please see the General Consent Calendar at [TAB Z](#).

INFORMATION:

1. USHE Utilities Infrastructure Study [TAB W](#)
2. USHE – 2013-14 Capital Improvement Funding Update [TAB X](#)
3. USHE Institutions' Health Plan Changes 2013-14 [TAB Y](#)

11:45 a.m. - 12:30 p.m.

LUNCH FOR ALL
(Ballroom C)

12:30 - 1:00 p.m.

STATE OF THE UNIVERSITY - PRESIDENT WIGHT
(Ballrooms A & B)

1:00 - 2:00 p.m.

COMMITTEE OF THE WHOLE (Continued)
(Ballrooms A & B)

1. Commissioner's Overview
2. General Consent Calendar [TAB Z](#)
3. Reports of Board Committees
4. **Appointment of Interim President, Southern Utah University [TAB AA](#)**
5. Resolutions

2:00 - 3:00 p.m.

EXECUTIVE SESSION (IF NEEDED) (CLOSED MEETING - STATE BOARD OF REGENTS)
(Skyroom - Room 404)

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.

May 8, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Extended Asian Campus at Songdo, South Korea

Issue

The University of Utah (UofU) is collaborating with three other universities (all ranked in the top 100 worldwide) in providing programs in Songdo, Republic of South Korea. In March 2014, the University of Utah plans to open the University of Utah Asian Campus at the Songdo Global University Campus (SGUC) with a limited and well-vetted set of programs.

Background

While Regent policy R401 does not address approval of an extended (international) campus as a specific item for approval, this is a significant event and the University brings the item to the Board of Regents for a statement of support.

This effort is consistent with the university's mission to "... serve the people of Utah *and the world*... As a preeminent research and teaching university with *national and global reach*, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced ... *[emphasis added]*." Partnering universities include the State University of New York, George Mason University in Virginia, and Ghent University in Belgium.

The university's plan is to open the campus with 100 undergraduate and 25 graduate students seeking the following degrees:

- BSW – Social Work
- BS – Psychology
- BA/BS – Communications
- BA – Writing (degree pending final approval of Academic Senate, Trustees and Regents)
- MA – English Language Teaching

In March 2016, the university will offer the following degrees to 50 additional SGUC undergraduate students:

- BS – Bioengineering

- BS – Math Teaching with Licensure

Students admitted to the Asian Campus must meet the same admissions requirements as the main campus students with the exception that Asian Campus students admitted to SGUC must have a minimum TOEFL score of 88, whereas international students admitted to the main campus must have a minimum score of 80. Student admission applications to the Asian Campus will be processed at the main campus consistent with the UofU's new holistic admissions review.

No investment of state appropriations or any main campus dollars will be needed or utilized in the Asian Campus operations at SGUC. The financial model for the Songdo campus anticipates a positive cash flow from tuition after three years of operation. Each of the colleges and departments on the main campus will be responsible for ensuring the curriculum taught at SGUC is consistent with that of the main campus. They will also be responsible for approving and hiring the SGUC faculty as they do for faculty on the main campus.

The Asian campus at SGUC will provide enhanced global interaction and experience for both the faculty and students of the University of Utah. Market and student demand are well documented. The plans for financing the extended campus are detailed and solid. There is no other similar undertaking in the Utah System of Higher Education (USHE) at this time.

Policy Issues

There are no outstanding policy issues. The program was reviewed positively by the Chief Academic Officers of the USHE and was approved by the institutional Board of Trustees on March 12, 2013.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah to begin the extended Asian Campus at Songdo, Republic of South Korea, under the conditions outlined in their proposal, effective March 2014.



David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachment

**Program Description
University of Utah
Extended Asian Campus at Songdo, South Korea
March 2014**

Section I: The Request

The University of Utah requests approval to open an extended campus at the Songdo Global University Campus (SGUC) in Songdo, South Korea, effective March 2014. This program was approved by the institutional Board of Trustees on March 12, 2013.

Section II: Program Description

Complete Program Description

The University of Utah (UofU) has the opportunity to open an Asian Campus in Songdo, Korea at the Songdo Global University Campus (SGUC) near Seoul, Korea. The UofU has been given this opportunity based on its status as a top 100 university in world rankings. SGUC is a multi-university international research and teaching campus that will provide a learning experience to students like no other in the world. The University of Utah, George Mason University, Virginia (GMU), The State University of New York (SUNY) and Ghent University, Belgium (Ghent) have been invited as the first four universities at SGUC.

Although the UofU will work with the participating universities, the Asian Campus will be an extension of the UofU's main campus and control the curriculum. Admissions and hiring of the faculty will be done by the UofU and will follow the same rules and guidelines as followed here on the main campus. For example,

- Faculty will be approved and appointed by the same standards that are in effect at the main campus,
- Students admitted will meet the same admissions requirements as the main campus students with the exception that Asian Campus students admitted to SGUC who must have a higher TOEFL,
- Admission applications will be processed at the main campus consistent with the UofU's new holistic admissions review, undergraduate students will be required to complete the Global Citizenship Block U General Education, similar to the one taught at the main campus, and
- Graduation requirements and curriculum for individual programs (undergraduate or graduate) will be identical to requirements on the main campus and will be administered and controlled by the colleges and departments at the main campus.

In March 2014, the UofU will offer a general education integrated minor in Global Citizenship to 100 undergraduate and 25 graduate students seeking the following degrees:

- BSW – Social Work
- BS – Psychology
- BA/BS – Communications
- BA – Writing (degree pending final approval of Academic Senate, Trustees and Regents)
- MA – English Language Teaching

In March 2016, the UofU will expand its offering of a general education integrated minor in Global Citizenship to 50 additional undergraduate students seeking the following degrees:

- BS – Bioengineering

- BS – Math Teaching with Licensure

Purpose of Degree

The programs and degrees at the Asian campus are an extension of what is offered on the main campus. No additional degrees or programs are being offered, however it represents an extension to an additional student population of the degrees and programs offered on the main campus.

The purpose of the expansion into the Asian Campus includes:

1. Expanding the global footprint, reputation and will enhance the world ranking of the UofU as a research-extensive university;
2. Providing critical global learning experiences for Utah-based students by creating study abroad opportunities and career-launching internships, including scholarships which are being made available from Asian Campus profits;
3. Creating global research and teaching experiences for faculty;
4. Promoting global research/teaching mission through cross-university collaboration and knowledge development, and provides needed research funding through Korean businesses and government;
5. Building and strengthening business, education, international alumni base, and cultural collaborations and partnerships of the UofU, including an increased international alumni base, and creating new and expanded career opportunities in Asia and the United States for UofU graduates;
6. Providing top-tier international students the opportunity to receive a university degree through required participation at both the Asian Campus and the main campus;
7. Unprecedented Korean government financial support allows no investment of state appropriations or any main campus dollars in the Asian Campus operations;
8. Participating main campus colleges and central administration units receive full reimbursement for personnel and operating costs to support operations at Asian Campus; and
9. International students coming to Utah from Asian Campuses generate additional non-resident revenue for the UofU and state of Utah.

Institutional Readiness

A Songdo Working Group and Steering Committee were established to complete a feasibility study (March – December 2012). The Working Group has met weekly and consists of:

- Martha Bradley (Dean, Undergraduate Studies)
- In Suk Han (Songdo Chief Administrative Officer)
- Michael Hardman (Interim Senior Vice President, Academic Affairs)
- Sabine Klahr (Director, International Center)
- Jannah Mather (Dean, College of Social Work)
- Robert Muir (Director, Administrative Services) (Chair)
- Patrick Panos (Department Chair, College of Social Work)
- Mary Parker (Associate Vice President, Student Affairs)
- Robert Payne (Associate General Counsel)
- Alice Whitacre (Associate General Counsel)
- In-Jin Cha (Songdo Research Associate)

In addition, a Steering Committee was created to provide additional feedback to the Working Group. The Steering Committee consists of all members of the Working Group as well as:

- Cathy Anderson (Associate Vice President, Academic Affairs)

- Richard Brown (Dean, College of Engineering)
- Phil Clinger (University Board of Trustees Member)
- Robert Newman (Dean, College of Humanities)
- Greg Owens (Associate Dean, College of Science)
- David Rudd (Dean, College of Social Behavioral Science)
- Barbara Snyder (Vice President, Student Affairs)

After carefully reviewing and evaluating the key benefits, the programs to be offered, the financial benefits, the results of the feasibility survey, the analysis of faculty and student recruitment, analysis of financial model, the analysis of risk mitigation, and exit strategy, the UofU recommends it proceeds with this opportunity at Songdo.

The UofU continues to plan for the opening of the Asian Campus. The physical infrastructure of the campus will be completed by SGUC by the time the university begins its programs in South Korea. The financial support of the Korean government includes support specific to the development and operation of SGUC (\$1 billion designated for infrastructure with over \$350 million already spent at SGUC).

Each of the colleges and departments on the main campus will be responsible for ensuring the curriculum is consistent with what is taught on the main campus. They will also be responsible for approving and hiring the faculty as they do for faculty on the main campus.

The recruitment plan is flexible and will be based on utilizing current and emeritus faculty at the main campus as well as faculty from around the world who meet academic faculty requirements as set by the departments, colleges, and university policy and procedure. The recruitment plan will also include hiring/appointing of qualified English-speaking faculty, including adjunct professors, in Korea and other parts of Asia as necessary and available. Based on discussion by the involved programs with their faculty, there is a high degree of interest in the Asian Campus from existing and emeritus faculty.

It is important to note that faculty will be approved and appointed by the same standards that are in effect at the main campus to ensure the academic instructional quality at the Songdo campus mirrors or exceeds that at the main campus. In addition, the faculty-to-student ratio at the Asian Campus will be the same ratio for comparable courses taught at the main campus.

Faculty appointments at the Asian Campus will be flexible – ranging from teaching short/intensive courses (two to six weeks) to teaching up to two full academic years. Faculty members at the Asian Campus will also be responsible for teaching general education courses consistent with their background and expertise. Faculty benefits will include free on-campus housing, reduced tuition for children attending an international school, and travel to and from the US for vacation attendance at seminars.

Students admitted to the Asian Campus must meet the same admissions requirements as the main campus students with the exception that Asian Campus students admitted to SGUC must have a minimum TOEFL score of 88, whereas international students admitted to the main campus must have a minimum score of 80. Student admission applications to the Asian Campus will be processed at the main campus consistent with the UofU's new holistic admissions review.

Undergraduate students admitted to Asian Campus at SGUC will be required to complete the Global Citizenship Block U General Education (this Block U is also available at the main campus). Courses in this Block U are organized thematically to maximize learning. Students work in a learning community of excellent teachers, peer mentors, and peer advocates, all of whom are dedicated to student success. Graduation requirements and curriculum for the individual programs (undergraduate or graduate major) at the Asian Campus will be identical to the requirements at the main campus.

Departmental Faculty

See Chart below for staffing at the Asian Campus.

Faculty (FTEs)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Auxiliary position - No new tenured positions being requested at this time.						
General Education	4.0	4.0	8.0	9.0	9.0	9.0
Social Work		2.0	3.0	4.0	5.0	5.0
Psychology		1.0	3.0	4.0	5.0	5.0
Communications		1.0	2.0	3.0	4.0	4.0
Writing		1.0	2.0	3.0	4.0	4.0
Bioengineering				1.0	1.0	1.0
Math Education with Teaching License				1.0	1.0	1.0
English Language Teaching	2.0	2.0	2.0	2.0	2.0	2.0
Total	6.0	11.0	21.0	27.0	31.0	31.0
Adjunct Professors						
General Education						
Social Work		1.0	1.0	2.0	3.0	3.0
Psychology		1.0	1.0	1.0	1.0	1.0
Communications			1.0	2.0	2.0	2.0
Writing			1.0	2.0	2.0	2.0
Bioengineering				1.0	1.0	1.0
Math Education with Teaching License				1.0	1.0	1.0
Total	0.0	2.0	4.0	9.0	10.0	10.0
Total Faculty	6.0	13.0	24.0	36.0	41.0	41.0

Staff

See chart below for administrative staffing at SGUC.

Administrative Staff (FTEs)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
President of Songdo Campus	1.0	1.0	1.0	1.0	1.0	1.0
Administration Specialist	3.0	5.0	5.0	6.0	7.0	7.0
Department Administrator	4.0	4.0	6.0	6.0	6.0	6.0
Planning and Business Project Manager	1.0	1.0	1.0	1.0	1.0	1.0
Planning and Coordination Manager	1.0	1.0	1.0	1.0	1.0	1.0
Scholarship/Development Specialist	1.0	1.0	1.0	1.0	1.0	1.0
Academic and Student Services Officer	2.0	2.0	4.0	4.0	6.0	6.0
General	1.0	1.0	1.0	2.0	2.0	2.0
Marketing Manager	1.0	1.0	1.0	1.0	1.0	1.0
Total Administrative Staff	15.0	17.0	21.0	23.0	26.0	26.0

Library and Information Resources

The SGUC will provide cost-free state-of-the-art campus facilities and support for the first five years of operation, including libraries, English language institute, administration/faculty/staff offices, lecture halls, classrooms, conference rooms, concert hall, food services, campus transportation, IT services, student life center, general marketing, and security.

The libraries will be run by the SGUC with input from the alliance of the universities (UofU, GMU, SUNY, Ghent) that are at SGUC. A library committee has been formed between SGUC and the alliance and includes representation from the UofU. At the present time, Richard Anderson, Librarian at the Marriott Library, is the UofU's representative.

The alliance will have representation on the Songdo Global University Foundation (SGUF) board and will be able to participate in the selection of future universities that are invited to participate at SGUC. The alliance will also be able to coordinate human resources, student affairs, marketing and budget planning at SGUC. Forming the alliance will also give the universities a coordinated voice in working with the Korean government and SGUF.

The alliance will formalize agreements to ensure that degrees offered will not compete between universities and will also formalize the sharing of common physical and curriculum resources, including libraries, classrooms, student life center, general marketing, etc.

Admission Requirements

Students admitted to the Asian Campus must meet the same admissions requirements as the main campus students with the exception that Asian Campus students admitted to SGUC must have a minimum TOEFL score of 88, whereas international students admitted to the main campus must have a minimum score of 80.

Student admissions applications to the Asian Campus will be processed at the main campus consistent with the UofU's new holistic admissions review.

Student Advisement

The alliance at SGUC is working together to set up a cooperative system to help advise all students at SGUC. Barbara Snyder, Vice President for Student Affairs and Mary Parker, Senior Associate Vice President of Enrollment Management represent the UofU. Staffing for student advisement has also been included in the personnel listing above. In addition, operations from the Asian Campus will provide reimbursement of personnel at the main campus (at both the university and college levels) who will also assume responsibility for the students at SGUC.

Justification for Graduation Standards and Number of Credits

As stated previously, graduation requirements and curriculum for individual programs (undergraduate or graduate major) will be identical to requirements on the main campus and will be administered and controlled by the colleges and departments here at the main campus.

External Review and Accreditation

The same accreditation standards that are maintained for the University of Utah as a whole will apply to the Asian Campus. In addition, the Asian Campus programs will require a formal application, review and approval by the Korean Ministry of Education, Science and Technology (MEST).

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

University of Utah						
Songdo Student and Faculty Projections						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program						
BSW -Social Work	25	50	100	150	175	200
BS - Psychology	25	50	100	150	175	200
BA - Writing Communications	25	50	100	150	175	200
BA/BS - Communications	25	50	100	150	175	200
BS - Bioengineering			25	50	75	100
BS - Math Education with Teaching License			25	50	75	100
M A - English Language Teaching	25	50	50	50	50	50
Students in Songdo Program	125	250	500	750	900	1050
Students in Songdo Program at the UofU Campus	-	25	25	125	150	300
Students in Songdo Program at Songdo	125	225	475	625	750	750
Study Abroad Students at Songdo		20	20	20	20	20
Total Students Studying at the UofU in Songdo	125	245	495	645	770	770
Number of Faculty (Tenured and Adjunct)	6	13	24	36	41	41
Student to Faculty Ratio in Songdo	20.8	18.8	20.6	17.9	18.8	18.8
Degrees Conferred						
BSW -Social Work				25	25	50
BS - Psychology				25	25	50
BA - Writing Communications				25	25	50
BA/BS - Communications				25	25	50
BS - Bioengineering						25
BS - Math Education with Teaching License						25
Total Bachelor Degrees	-	-	-	100	100	250
MA – English Language Teaching		25	25	25	25	25

Expansion of Existing Program

Each of the colleges and departments on the main campus will be responsible for ensuring that the curriculum at the Asian Campus is consistent with that taught on the main campus. They will also be responsible for approving and hiring the faculty as they do for faculty on the main campus. As the Asian Campus is located in a different part of the world, recruitment of students at the main campus will not be affected by the recruitment to these programs in Asia.

Section III: Need

Program Need

The Asian Campus provides the University of Utah with the opportunity to expand its existing programs at a different location. This gives new opportunities to critical global learning experiences by creating study abroad opportunities and career-launching internships to Utah-based students and creates new global

research and teaching experiences for faculty. It also builds and strengthens business, education, and cultural collaborations and partnerships, including an increased international alumni base.

The program also supports the Governor's mission to provide international jobs and generate international business which brings economic and cultural benefits to Utah as a leader in global education and business.

Also, in its "National Action Agenda for Internationalizing Higher Education," published in 2007, The National Association of State Universities and Land Grant Colleges (NASULGC) articulates the obvious by stating,

Globally engaged universities are critical to maintaining America's place as a world leader and ensuring its national security. America's colleges and universities must prepare graduates to be active participants in a world in which national boundaries are increasingly permeable. Information, capital, products, labor and individuals cross national borders with ever increasing frequency and speed. America's need to remain competitive in the world requires its educational institutions produce globally competent human capital and cutting-edge research.

Central to the goals laid out by the NASULGC is the idea of "global competence," which means at its fullest is being knowledgeable about diverse countries and cultures and sensitive to cultural differences, having experience living and working in other countries, incorporating foreign perspectives into one's work, and interacting effectively with people from other countries and cultures.

Labor Market Demand

Korea, along with China and India, ranks as one of the top three nations in terms of sending the highest number of students to the United States. In a 2008 survey by South Korea's National Statistical Office, 48.3 percent of South Korean parents said they wanted to send their children abroad to "develop global perspectives," avoid the rigid domestic school system or learn English. It would be attractive for parents and students if Koreans or other Asian nationals could pursue US degree programs in a location like Songdo where living expenses are cheaper, but the quality of education equals that of campuses in America.

South Korea, where SGUC is located, provides an ideal location for the UofU as:

1. South Korea is centrally-located and within a three-hour flight of one-third of the world's population (1.7 billion people);
2. South Korea has the 12th largest economy in the world and a cultural ethic exists for the value of higher education and a US degree (up to 50% of family disposable income spent on child's education);
3. The UofU has very strong alumni connections in Asia, especially in South Korea and China;
4. In 2012, 378 Korean students attended the UofU, representing 15% of the total international student population on campus – second only to Chinese students; and
5. As of 2011, there are 89,537 international students in Korea, of which 66% are Chinese and 3% are American.

Student Demand

Market studies conducted by the Songdo Global University and the three other participating universities at the Songdo Campus indicate a strong demand on the part of Asian students and their families for a US

degree to be offered within Asia. Additionally, in September 2012, four members of the Songdo Working Group traveled to China and Korea to conduct a survey of both students and parents on the feasibility of the Asian Campus. Each participant was given a survey that included over 25 questions. The sample size included 289 students and 50 parents. In addition, focus groups were conducted after the surveys were completed. The data was analyzed and reported by the University of Utah's Social Research Institute.

Overall, the survey and interview results of both parents and students in Korea and China indicate a high degree of interest in the concept of SGUC. The proposed degree programs were well received by both parents and students. Some of the highlights of the quantitative results (rounded) include:

- 90% of the students and 100% of the parents were interested in obtaining a US degree;
- 80% of the parents were definitely likely or somewhat likely to pay \$20,000 per year in tuition costs for their child to attend SGUC in order to receive a US degree;
- 60% of the students were definitely likely or somewhat likely to attend Asian Campus programs;
- 90% of the parents were definitely likely or somewhat likely to have their child attend Asian Campus programs.

Similar Programs

The UofU has been given this opportunity based on its rankings as part of the top 100 universities in world rankings; and at the present time, no other USHE institutions would qualify. In addition, as the recruitment of students is from a population in a different part of the world it does not put undue pressure on other USHE institutions.

Collaboration with and Impact on Other USHE Institutions

At the present time there will be no collaboration with other USHE institutions. However, the participation of the University at SGUC may provide opportunities for other USHE institutions in the future.

Benefits

The benefits of the expansion into the Asian Campus include:

1. Expands the UofU's global footprint and reputation and enhances its world ranking as a research extensive university. This allows the university to attract better students and provides faculty with increased opportunities for funding of research projects;
2. Provides a unique opportunity as an US/European/Asian collaboration, with English as the primary language for instruction;
3. Provides critical global learning experiences for UofU students by creating study abroad opportunities and career-launching internships. Provides top-tier international students the opportunity to receive a university degree through required participation at both the Asian Campus and the main campus;
4. Creates global research and teaching experiences for UofU faculty seeking an opportunity to be part of a unique multi-university international campus;
5. Promotes global research/teaching mission through cross-university collaboration and knowledge development.
6. Builds and strengthens the UofU's business, education and cultural collaborations and partnerships, including an increased international alumni base, and creates new and expanded career opportunities in Asia and the US for University of Utah graduates; and
7. Supports the Governor's mission to provide international jobs and generate international business which brings economic and cultural benefits to Utah as a leader in global education and business.

Consistency with Institutional Mission

The mission statement of the University of Utah states, "The mission of the University of Utah is to serve the people of Utah *and the world*...As a preeminent research and teaching university with *national and global reach*, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced . . . [*emphasis added*]."

In addition, the UofU's Global Blueprint for Action states,

Imagine a university that is dedicated to leveraging its resources to improve the global human condition . . . that focuses its research, training, service, and engagement mission on critically important and universal needs . . . The development of global campuses is envisioned for the University. . . Because of the high costs of developing campuses independently, it is strongly recommended that global campus development proceeds in partnership with other host universities, non-governmental organizations (NGOs), and on-site government entities. . .

The expansion into the Asian Campus allows the UofU to further its mission and develop new opportunities for both students and faculty.

Section IV: Program and Student Assessment

Program Assessment

Each of the colleges and departments on the main campus will be responsible for ensuring that the curriculum at the Asian Campus is consistent with that taught on the main campus. They will also be responsible for approving and hiring the faculty as they do for faculty on the main campus. Therefore, the assessment of the goals will be the same to what is done at the main campus.

Expected Standards of Performance

In regards to general education, undergraduate students will be required to complete the Global Citizenship Block U General Education similar to the one taught at the main campus.

Graduation requirements and curriculum for individual programs (undergraduate or graduate major) will be identical to requirements on the main campus and will be administered and controlled by the colleges and departments here at the main campus.

Section V: Finance

Department Budget

As the programs at the Asian Campus are an extension of what is being offered at the main campus, this pro forma financial projection represents that additional costs incurred to the UofU are due to the Asian Campus. The Asian Campus is self-supportive and does not affect the main campus.

University of Utah – Songdo Campus						
Pro forma Financial Statement						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Revenues						
Tuition	2,500,000	4,660,000	9,660,000	12,660,000	15,160,000	15,160,000
Scholarship Programs	250,000	450,000	950,000	1,250,000	1,500,000	1,500,000
Total Revenue	2,750,000	5,110,000	10,610,000	13,910,000	16,660,000	16,660,000
Operating Expenses						
Compensation and Benefits	2,231,601	3,767,812	5,103,975	6,527,430	7,514,432	7,685,063
Scholarship Programs	500,000	900,000	1,900,000	2,500,000	3,000,000	3,000,000
Utah College/Central Admin Costs	480,000	510,000	755,000	800,000	800,000	800,000
Marketing and Student Recruitment	500,000	500,000	500,000	500,000	500,000	500,000
Third Parties	150,000	150,000	150,000	150,000	150,000	150,000
In-Country Expenses	315,000	360,000	550,000	670,000	740,000	2,740,000
Travel and Moving Costs	255,000	315,000	800,000	835,000	1,300,000	1,120,000
Operating Expenses	4,431,601	6,502,812	9,758,975	11,982,430	14,004,462	15,995,063
Non-Operating Expenses						
Indirect (Utah based costs only)	43,200	45,900	67,950	72,000	72,000	72,000
Total Non-Operating Expenses	43,200	45,900	67,950	72,000	72,000	72,000
Operating Income (loss)	(1,724,801)	(1,438,712)	783,075	1,855,570	2,583,538	592,937
Subsidies of Korean Government	1,500,000	1,500,000	1,575,000	1,575,000	0	0
Net Gain (loss)	(224,801)	61,288	2,358,075	3,430,570	2,583,538	592,937
Drawdown on \$10M Loan	224,801	0	0	0	0	0
Paydown on \$10M Loan	0	(30,644)	(194,157)	0	0	0
Net Cashflow	0	30,644	2,163,919	3,430,570	2,583,538	592,937
Loan Balance (up to \$10M)	224,801	194,157	0	0	0	0

Note: The \$10 million loan from the Korean government is an interest-free loan for ten years with no obligation to repay unless the Asian Campus is profitable. Loan is to be paid back only from Asian Campus profits. If campus does not make a profit, no pay back will be required.

Funding Sources

No investment of state appropriations or any main campus dollars will be needed in the Asian Campus operations at SGUC. Financial support from the Incheon Free Economic Zone (IFEZ) includes support specific to the development and operation of SGUC (\$1 billion for infrastructure with over \$350 million already spent).

The UofU has been invited by the Korean government to be one of the first four US and European top 100 world-ranked universities to participate in Phase One of SGUC development and operation. As one of four universities to open a campus at SGUC, the Korean government has agreed to provide:

1. A minimum of \$1.5 million per year subsidy for four years to supplement the Asian Campus operations (e.g., student/faculty recruitment and marketing, administrative, faculty, and staff salaries, student scholarships, IT, student affairs and advising, personnel, and operational costs at the main campus associated with the support of Songdo).
2. An interest-free \$10 million loan for ten years with no obligation to repay unless the Asian Campus is profitable. Loan is to be paid back from Asian Campus profits. If campus does not make a profit, no pay back will be required;
3. Cost-free state-of-the-art campus facilities/supports for first five years of operation, including an English language institute, administration/faculty/staff offices, lecture halls, classrooms, conference rooms, libraries, concert hall, food services, campus transportation, IT services, student life center, general marketing, and security. Cost for campus facilities beginning in year six are included in the long-term financial model. In addition, there is a provision that states that rent cannot put the UofU into a deficit position; and
4. New and state-of-the-art faculty housing at no cost to the university for the first five years and new low-cost state-of-the-art student housing. Cost of faculty housing beginning in year six are included in the long-term financial model.

The Asian Campus is also expected to create new research funding opportunities for faculty of the UofU through companies located in Asia and through the Ministry of Knowledge Economics (MKE) of the Korean government. For example, SUNY Korea (located at SGUC) has been awarded funding under a MKE grant entitled "Fostering Premium IT Professionals." The total grant is for approximately \$50 million for ten years, and SUNY Korea will work with the Pohang University of Science and Technology for a 20 percent allocation of the grant. It is expected that the University will also obtain similar funding.

The UofU expects to tap additional funding from its alumni in Asia to provide scholarships to students at SGUC. Such resources have not been included in the financial projections.

As stated previously, unprecedented Korean government financial support allows no investment of state appropriations or any main campus dollars in the Asian Campus operations. In addition, colleges and departments who participate and central administration units will receive full reimbursement for personnel and operating costs to support operations at the Asian Campus. The Asian Campus also provides important contacts in Asia to allow colleges and departments to pursue opportunities in Asia.

Reallocation

No reallocated requested.

Impact on Existing Budgets

As Asian Campus will be self-supportive, there will be no effect on existing budgets. This opportunity has the potential to provide additional funding to existing programs through increased access to alumni donations and research grant awards.

Benefits to the UofU and state of Utah result from the unprecedented financial support of the Korean government, no investment of state appropriations or any main campus dollars will be needed in the Asian Campus operations at SGUC. Asian Campus international students coming to Utah generate additional non-resident revenue for the UofU and the State. For example, Songdo students coming to the main campus will generate an additional \$5 million annually in main campus tuition.

The University of Utah is currently taking and will take steps to manage the risk of the Asian Campus: These steps include:

1. Memorialize the UofU rights and responsibilities in written agreements with Korean governmental entities;
2. Obtain written commitments from IFEZA and SGUF to support campus closure if necessary (e.g., war, disaster, acts of terror, riot, natural disaster or market disruption, etc., or uncontrolled financial deficit);
3. Create a separate non-profit corporation to operate Songdo campus;
4. Utilize Korean legal counsel and other third party consultants (such as High Street Partners) to understand and comply with Korean law;
5. Conduct regular (at least yearly) analyses of Asian Campus operations to determine financial strength and viability of campus. Engage in regular contact regarding campus issues with Korean governmental entities who are significantly vested in the success of the Songdo campus;
6. Determine likelihood of campus success by eighth year of operation (within the \$16 million subsidy/loan period);
7. Secure adequate and appropriate liability insurance policies; and
8. Build and reserve a \$3-5 million contingency fund from Asian Campus profits (when possible).

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

As stated previously, graduation requirements and curriculum for individual programs (undergraduate or graduate major) will be identical to requirements on the main campus and will be administered and controlled by the colleges and departments here at the main campus.

Program Schedule

As stated previously, graduation requirements and curriculum for individual programs (undergraduate or graduate major) will be identical to requirements on the main campus and will be administered and controlled by the colleges and departments here at the main campus. Therefore, course offerings will be the same as currently found on the main campus.

Section VII: Faculty

The Asian Campus provides many exciting and new opportunities for faculty at the University of Utah. The recruitment plan is flexible and will be based on utilizing current and emeritus faculty at the main campus as well as faculty from around the world who meet academic faculty requirements as set by the departments,

colleges, and UofU policy and procedure. It will also include hiring/appointing of qualified English-speaking faculty, including adjunct professors, in Korea and other parts of Asia, as necessary and available.

It is important to note that faculty will be approved and appointed by the same standards that are in effect at the main campus to ensure that the academic instructional quality at the Songdo campus mirrors or exceeds that at the main campus. In addition, the faculty-to-student ratio at the Asian Campus will be at the same ratio for comparable courses taught at the main campus.

Faculty appointments at the Asian Campus will be flexible, ranging from teaching short/intensive courses (two to six weeks) up to two full academic years. Faculty members at the Asian Campus will also be responsible for teaching general education courses consistent with their background and expertise. Faculty benefits will include free on-campus housing, reduced tuition for children attending an international school, and travel to and from the US for vacation and to attend seminars.

May 8, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Associate of Science in Pre-Education

Issue

Weber State University's Department of Teacher Education requests approval to offer the Associate of Science in Pre-Education, effective Summer semester 2013. This program was approved by the Institutional Board of Trustees on February 5, 2013.

Background

The Associate of Science in Pre-Education is a two-year program designed to prepare students for Elementary or Special Education bachelor's programs. Students completing this program will develop skills and get the hands-on experience necessary to be accepted into a bachelor's program in teacher education. Course work will satisfy the general education requirements for the first two years of a bachelor's degree in elementary or special education. Furthermore, graduates with an associate's degree in Pre-Education are prepared to work in a variety of professional school settings.

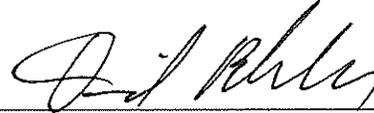
This proposal presented solid evidence that the Pre-Education associate degree is a viable pathway to focus interested students and provide them with a degree that would support their working as para-educators, substitute teachers, pre-school programs and Head Start. The Weber State University College of Education would be better able to track these students so that they may be encouraged to continue for a baccalaureate degree in teaching. Funding and faculty are already in place and adequate to begin and sustain the proposed program. The curriculum is in place as well.

Policy Issues

This proposal was discussed by the Utah Council of Education Deans. All endorsed this proposal as a viable pathway for students interested in elementary education teaching. Some will consider developing their own Pre-Education Associate Degree. The Chief Academic Officers also reviewed this program favorably. There are no policy issues.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Weber State University to offer an Associate of Science in Pre-Education degree, effective Summer semester, 2013.



David L. Buhler
Commissioner of Higher Education

DLB/PCS
Attachment

**Program Description
Weber State University
AS in Pre-Education
02/17/2013**

Section I: The Request

Weber State University, Department of Teacher Education requests approval to offer Associate of Science in Pre-Education effective summer semester 2013. This program was approved by the institutional Board of Trustees on February 5, 2013.

Section II: Program Description

Complete Program Description

The Associate of Science in Pre-Education is a two-year program designed to prepare students for the elementary education or special education bachelor's degree. Students completing the program will develop skills and gain the hands-on experience necessary to be accepted into a bachelor program in teacher education. Course work will satisfy the General Education requirements for the first two years of a bachelor's degree in elementary education or special education. Furthermore, graduates with an associate's degree in Pre-Education are prepared to work in a variety of professional school settings. These include working within public schools as para-professional instructional staff and substitute teachers, at childcare and preschool programs, and community programs such as Head Start and YMCA. Specific requirements for the bachelor's degrees in elementary education and special education can be found at <http://weber.edu/COE/teachered.html>. A total of 60 credit hours are required for graduation; 24 of these are required education-related and support courses and 36 are required general education courses.

Purpose of Degree

The Teacher Education program is an accredited program that prepares pre-service teachers for employment in area schools. The vast majority of graduates are employed in schools within Weber, Davis, and Box Elder counties. Students are drawn to Weber State by a reputation for excellent teacher preparation; in addition, a significant effort has been made to recruit new candidates for teacher education through partnerships with local districts. Two programs have resulted from these efforts: Teacher Assistant Path to Teaching (TAPT) and Future Educators Association (FEA). The TAPT Program was created by the Teacher Education Department in the 1995-96 academic year at the request of area superintendents. The superintendent's had a critical need for English as a Second Language (ESL) and bilingual teachers in their respective districts. The program targets those working with ESL, Early Childhood, and Special Education students. The participants must be paid teacher assistants, or volunteers (6-8 hours per week), in their respective districts with the desire and commitment to become fully licensed teachers. The TAPT Program exists because of the generosity of private donors who not only helped start the program but have been contributors along the way. The TAPT program has a 96% graduation rate, which includes those receiving their Utah Professional Educator license.

The mission of the Future Educators Association (FEA) is to foster the recruitment and development of prospective educators worldwide through the dissemination of innovative programming and relevant research. FEA is a not-for-profit organization sponsored by PDK International. To support FEA, districts identify promising high school seniors to complete a concurrent enrollment course for education majors

(EDUC 1010). Each academic year, approximately 150 students in area schools complete the course. FEA also sponsors scholarships and has a bridge program to support incoming freshmen.

The AS degree in Pre-Education would allow FEA and TAPT students, and others interested in elementary education or special education, to declare and complete an associate's degree in education which we believe would solidify their commitment to the teaching program. In addition, the AS degree would provide a tangible outcome for those wishing to be a paraprofessional in the public schools or return at a later date to earn a bachelor's degree in education.

Institutional Readiness

All courses in the proposed AS program exist and are part of the Elementary Education or Special Education bachelor's degree requirements. The AS program would provide a milestone for those seeking highly qualified status as a paraprofessional or for those who plan to seek a bachelor's degree in elementary education or special education.

Departmental Faculty

No additional Teacher Education faculty will be needed to implement the program. The current faculty teach the courses listed in the proposal in the bachelor's degree programs.

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	14		14
Full-time Non-Tenured	5		5
Part-time Tenured			
Part-time Non-Tenured	11		11
Total Headcount Faculty in the Department			
Full-time Tenured	14		14
Full-time Non-Tenured	5		5
Part-time Tenured			
Part-time Non-Tenured	11		11
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”)	24		24

Staff

An additional advisor position has recently been added to support this and other initiatives within Teacher Education. No additional staff changes are required.

Library and Information Resources

The courses required in the AS program already exist and library resources have been obtained in the past. No additional resources are needed.

Admission Requirements

Students will be admitted based on university admission requirements.

Student Advisement

Teacher Education has a well-established advisement center that meets the current needs of the bachelor's degrees in Elementary Education and Special Education. The procedures and resources currently used will support the AS degree.

Justification for Graduation Standards and Number of Credits

The 60 credits required for the AS in Pre-Education meets the university standard for an associate's degree.

External Review and Accreditation

This program will be subject to review by the university as part of its regular cycle of review. The accrediting body for the bachelor's program reviews only programs that lead to licensure. Because this one does not, it will not be part of the accreditation process from that body.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	X	22	25	28	32
Total # of Declared Majors in Proposed Program	X	30	35	40	45	50
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	24	24	24	24	24	24
Total Department Student FTE (Based on Fall Third Week)	338	343	348	353	358	363
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	14	14.3	14.5	14.7	14.9	15.1
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: NA)						

Expansion of Existing Program

Teacher Education has a competitive enrollment process that involves written and objective assessments, an interview, and GPA. The proposed program “packages” the general education and required support courses from the bachelor’s degrees (Elementary Education and Special Education) into a degree that will lock in credits and prerequisites. As such, we anticipate that enrollment in the associate’s degree has the potential to reach levels as high as those of the bachelor’s degree. However, not all students seeking the bachelor’s will earn the associate’s along the way. Nor will all those who earn the associate’s continue to the bachelor’s programs.

Section III: Need

Program Need

An associate’s degree in Pre-Education will serve the needs of students interested in a bachelor’s degree in Elementary Education or Special Education. In addition, it is a viable degree for those wishing to have a broad background in general subjects taught in elementary schools and general child development concepts.

The associate’s degree also supports the Utah Women and Education Initiative, as it supports the completion of a degree that has career potential. In this effort, the associate’s degree will allow students to return to school at a later time, if necessary, to complete a bachelor’s degree in Education.

Utah Higher Ed 2020 plan, strategic priority one: “Increase the rate of student participation in higher education (postsecondary education programs). This includes enrolling more and better-prepared students in college directly from high school. It also means increasing the participation rate of returning adult learners from across all regions of the state.”

Labor Market Demand

Education jobs have remained quite steady and are likely to increase in the future. During 2009-2011, hiring of new teachers in local districts was slower than previous years due to the economic downturn. For the current school year (2012-2013), local districts report increased hiring. On September 2, 2012, the local newspaper reported hiring was up: “Ogden has 90 new teachers, Weber has 101 and Davis has 242 new hires this school year.” This level of hiring exceeds the graduates of Weber State University, which bodes well for the future. It also indicates that local districts will likely have jobs available for those completing a BS.

The associate’s degree does not directly fill these positions. However, someone completing the AS in Pre-Education will be prepared to enter a bachelor program in teacher education. Furthermore, graduates with an associate’s degree in Pre-Education are prepared to work in a variety of professional school settings. These include working within public schools as para-professional instructional staff and substitute teachers, at childcare and preschool programs, and community programs such as Head Start and YMCA.

Local school districts require para-professional instructional staff members to meet federal “highly qualified” status, which can be met with an earned associate degree. The proposed AS in Pre-education would be an attractive option for those who wish to work in local schools. Ogden School District, in which Weber State University is situated, also requires substitutes to be highly qualified. Combined with instructional staff positions, Ogden district has approximately 1500 positions requiring “highly qualified” status. Weber and Davis School Districts have similar requirements for staff assistant positions.

Student Demand

The Teacher Education Department partners with local school districts to offer ED 1010 as a concurrent enrollment course to seniors showing interest and promise as potential educators. Approximately 150 students complete this course each academic year.

Currently, Elementary Education and Special Education majors have the option to complete an associate's in General Studies. In Fall 2011, Teacher Education determined that 19 of the 30 graduates in Elementary Education had completed an associate's degree (11/19 at WSU). It is anticipated that this number of students will be an approximate starting enrollment, with more completing the program as they choose to "lock in" credits for courses required for the bachelor's degree.

Similar Programs

Salt Lake Community College and Dixie State College offer similar "2+2" programs in education. Weber State University fulfills a role similar to these two institutions but does not overlap in regional enrollment. The proposed program is similar to these; it includes general education courses and support courses that are required by most education degrees, associate's or bachelor's.

Collaboration with and Impact on Other USHE Institutions

No specific collaboration is expected with other USHE Institutions. The proposed program should have very little impact on other USHE institutions. Weber State University serves the northern Utah region and does not overlap with Dixie State College. Some students who previously would have attended SLCC may choose WSU, but it is unlikely. In Fall 2011, among WSU Elementary Education students one had earned an associate's degree at SLCC and one at Dixie.

Benefits

The associate's degree supports mission and core values of Weber State University by offering members of the surrounding community a degree-bearing program that is open enrollment and related to area employment opportunities in schools. In addition, the proposal supports and promotes the Utah Women and Education Initiative. In this effort, the associate's degree will allow women to return to school at a later time, if necessary, to complete a bachelor's degree in education.

The proposal also supports the Utah Higher Ed 2020 plan. Strategic priority one from the plan states: "Increase the rate of student participation in higher education (postsecondary education programs). This includes enrolling more and better-prepared students in college directly from high school. It also means increasing the participation rate of returning adult learners from across all regions of the state." This proposal will support the FEA "pipeline" already in place for high school seniors.

Consistency with Institutional Mission

Weber State University's mission is two-fold: offering two-year associate's degrees like a community college and university four-year baccalaureate degrees. The Department of Teacher Education has had consistently high enrollment and success with BS degrees and will likely continue to see this success with the AS degree. The degree also will support community connections.

Section IV: Program and Student Assessment

Program Assessment

The proposed program contains general education courses that will be assessed as part of the university review process. The required support courses are identical to those required in the accredited bachelor's degree in Elementary Education.

Expected Standards of Performance

General education courses provide a foundation of content knowledge for students majoring in education programs. In addition to acquiring general knowledge, the support courses proposed in this program help students make connections between the content of general education courses and the educational process.

At the conclusion of the program, students are expected to possess the knowledge and skills necessary to be admitted to the bachelor's programs in Teacher Education.

Students completing the AS in Pre-Education will be able to:

- Use effective oral and written communication skills
- Describe key concepts in language arts, science, social studies, and mathematics as they relate to education
- Identify developmentally appropriate practices for the instruction of children
- Apply concepts of the arts to the education of children

Assessment of these skills will be done within the courses. However, students may choose to complete requirements for admission into the BS degree in Elementary Education or Special Education. The admission requirements include (a) Praxis II, a standardized test of general knowledge; (b) CAAP writing test, an ACT-produced measure of writing; (c) a writing sample; and (d) an interview.

Section V: Finance

Department Budget

5-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	1,580,259		1,580,259	29,381	1,609,640	59,938	1,669,578
Benefits	652,522		652,522	12,634	665,156	25,774	690,930
Total Personnel Expense	\$2,232,781		\$2,232,781	\$42,015	\$2,274,796	\$85,712	\$2,360,508
Non-Personnel Expense							
Travel	14,512	807	15,319	807	16,126	807	16,933
Capital							
Library	12,500	500	13,000	500	13,500	500	14,000
Current Expense	54,620		54,620	808	55,428	808	56,236
Total Non-personnel Expense	81,632	1,307	82,939	2,115	85,054	2,115	87,169
Total Expense	\$2,314,413	\$ 1,307	\$2,315,720	\$44,130	\$2,359,850	\$87,827	\$2,447,677

(Personnel+Current)							
Departmental Funding							
Appropriated Fund	\$2,194,081	500	\$2,194,581	\$42,515	\$2,237,096	\$86,212	\$2,323,308
Other:							
Special Legislative Appropriation							
Grants and Contracts	\$ 94,700		\$ 94,700		\$ 94,700		\$ 94,700
Special Fees	25,632	807	26,439	1,615	28,054	1,615	29,669
Total Revenue	\$2,314,413	1,307	\$2,315,720	\$44,130	\$2,359,850	\$87,827	\$2,447,677
Difference							
Revenue - Expense	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Departmental Instructional Cost/Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$233.46		\$233.46		\$234.51		\$239.89

Funding Sources

Existing resources within Teacher Education, College of Education and Weber State University are sufficient to implement the proposed program.

Reallocation

No reallocation is required.

Impact on Existing Budgets

There is no impact on existing budgets.

Section VI: Program Curriculum

All Program Courses

The program proposal is shown as it will appear in the Weber State University catalog. All courses in the proposed program are existing courses within Teacher Education or other supporting departments on campus.

- Pre-Education (AS)

The Associate of Science in Pre-Education is a two-year program designed to prepare students for the Elementary or Special Education bachelor's programs. Students completing this program will develop skills and get the hands-on experience necessary to be accepted into the professional courses offered at the university level. Course work will satisfy the General Education requirements for the first two years of a bachelor's degree in Elementary or Special Education. Specific requirements for bachelor's degrees in these two majors can be found at weber.edu/COE/teachered.html.

Credit Hour Requirements

A total of 60 credit hours is required for graduation; 24 of these are required education-related and support courses and 36 are required general education courses

Advisement

All students should meet with an advisor in the Teacher Education Advisement Center and from the Department of Teacher Education. Call 801-626-6309 for more information or to schedule an appointment. See weber.edu/COE/tedadvice.html

General Education

Refer to Degree and General Education Requirements for Associate of Science requirements. The following courses required for the AS Degree in Pre-Education will also fulfill general education requirements: CHF SS1500, COMM HU1020 or COMM HU2110, GEOG SS/DV1300 or GEOG SS/DV1520, MATH QL1050. It is recommended that students fulfill the Computer and Information Literacy Part D requirement with LIBS/EDUC TD2604.

Major Course Requirements for AS Degree	Credit Hours
Required Education-related Courses (29-31 credit hours)	29-31
EDUC 1010 Exploring Teaching	3
EDUC 2010 Human Exceptionality	3
CHF SS1500 Human Development	3
COMM HU1020 Principles of Public Speaking	3
OR	
COMM HU2110 Interpersonal and Small Group Communication	3
ENGL 3300 Children's Literature	3
GEOG SS/DV1300 Places and Peoples of the World	3
OR	
GEOG SS/DV1520 Geography of the United States and Canada	3
MATH QL1050 College Algebra (<i>grade of C or above</i>)	3
MATH 2010 Mathematics for Elementary Teachers I (<i>grade of C or above</i>)	3
MATH 2020 Mathematics for Elementary Teachers II (<i>grade of C or above</i>)	3
Sub-Total	27
AND one of the following:	
ART 1030 Studio Art for the Non-art Major (<i>Cannot double count as Gen Ed</i>)	3
DANC 3640 Creative Movement in Elementary School	2
EDUC 3430 Creative Processes in Elementary School	3
MUSC 3824 Music for Elementary Teachers	4
THEA 4603 Creative Drama	3
Sub-Total	2-4
Required Support Courses (15 credit hours)	
Choose 6 credit hours from the following, with at least three from Creative Arts (Do not duplicate departments)	
Humanities	
ENGL HU/DV 2200 Introduction to Literature	3

ENGL HU/DV 2220 Introduction to Fiction	3
ENGL HU/DV 3510 World Literature	3
MUSC HU1043 Music, the Arts and Civilization	3
Creative Arts	
ART CA 1010 Intro to the Visual Arts	3
ART CA 1030 Studio Art for the Non-art Major	3
DANC CA/DV 1010 Intro to Dance	3
MUSC CA/DV 1040 Music of World Cultures	3
THEA CA 1033 Acting I	3
Select 3 credit hours from the following to satisfy the science with a lab requirement (May not duplicate departments):	
GEO PS/SI 1350 Principles of Earth Science	3
OR	
CHEM PS/SI 1360 or PHYS PS/SI 360 Principles of Physical Science	3
OR	
BTNY LS/SI 1370 or MICR LS/S 11370 or ZOOL LS/SI 1370	3
Principles of Life Science	3
Select 6 credit hours from the following courses:	
PHYS PS/SI 1010 Elementary Astronomy	3
MICR LS 1153 Elementary Public Health	3
HLTH LS 1020 / NUTR LS 1020 Foundations of Nutrition	3
Sub-Total	15
Required Track-Specific Support Courses (6 credit hours)	
Grades K-6 Track	
CHF 2610 Guidance Based on Developmental Theory	3
CHF 2620 Planning Creative Experience for Young Children	3
Grades 1-8 Track	
6 Credits in Specialization Area	
Mathematics (Elementary Ed endorsement)	
English as a Second Language (ESL)	
Special Education Track	
6 Credits in Specialization Area	
Mathematics	
Reading/Language Arts	
ESL	
Early Childhood	
Family Studies	
English (Secondary Emphasis)	
Sub-Total	6
Electives (8-10 credit hours)	
Select a minimum 8-10 credit hours of electives to complete the General Education requirements for an AS degree, for a total of at least 60 for all credit hours.	

Sub-Total	8-10
Total Number of Credits	60

Program Schedule

Freshman 1 (16 credits)	Credits
MATH 1050 College Algebra	4
COMM 1020 Principles of Public Speaking	3
OR	
COMM 2110 Interpersonal and Small Group Communication	3
American Institutions	3
Physical Science	3
NTM 1501, 1502, 1503 Computer and Information Literacy	up to 3
OR	
NTM 1701, 1702, 1703 Computer and Information Literacy Exams	up to 3
Freshman 2 (16 credits)	Credits
ENGL 2010 Intermediate College Writing	3
MATH 2010 Mathematics for Elementary Teachers I	3
LIBS TD 2604 Information Resources in Education	1
EDUC 1010 Exploring Teaching	3
Gen Ed HU/CA	3
Life Science	3
Sophomore 1 (15 credits)	Credits
CHF 1500 Human Development	3
ART 1030 Studio Art for Non-art Majors	3
Physical or Life Science	3
CHF 2610 (K-6 Track) or Specialization Course (1-8 Track or Special Education)	3
GEOG 1300 Places and People of the World	3
OR	
GEOG 1520 Geography of the United States and Canada	
Sophomore 2 (14-15 credits)	Credits
MATH 2020 Mathematics for Elementary Teachers II	3
CHF 2620 (K-6 Track) or specialization (1-8 track and Special Education)	3
ENGL 3300 Children's Literature	3
EDUC 2010 Human Exceptionality	3
Other arts course	2-3

Section VII: Faculty

Faculty Name	Degree	Years in Rank
Full-time Tenured Professors		
Forrest Crawford	EdD	12
Linda Gowans	PhD	10
Michael Cena	PhD	8
Frances Butler	EdD	5
Vicki Napper	PhD	1

Full-time Tenured Associate Professors		
Ann Ellis	PhD	19
Peneé Stewart	PhD	8
John Mayhew	PhD	6
Richard Pontius	PhD	4
Louise Moulding	PhD	3
Peggy Saunders	PhD	3
Kristin Hadley	PhD	2
Melina Alexander	PhD	1
Natalie Williams	PhD	1
Full-time Assistant Professors, Tenure Track		
David Byrd	PhD	5
Kristin Nelson	PhD	3
Anette Melvin	PhD	2
Vincent Bates	PhD	1
Clay Rasmussen	PhD	1

Note: Four positions are currently open in the department.

May 8, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Associate of Applied Science in Aerospace/Aviation Technology – Professional Pilot with Emphases in Rotor-Wing and Fixed-Wing Aircraft

Issue

Southern Utah University (SUU) requests approval to offer an Associate of Applied Science in Aerospace/Aviation Technology – Professional Pilot (with an emphasis in either Rotor-Wing or Fixed-Wing aircraft), effective Fall Semester 2013. This program was approved by the SUU Board of Trustees on February 1, 2013. The Regent's Program Review Committee reviewed this proposal on April 24, 2013 and recommended it be moved to the full board for approval.

Background

The proposed program is designed to prepare students for careers in commercial air operations to include professional pilots, dispatchers, safety managers, and flight instructors. The proposed program combines flight training with technical and professional courses essential for success in the expanding aviation and aerospace industry. The AAS Aerospace/Aviation Technology-Professional Pilot program will offer courses for students preparing for a career related to rotor-wing or fixed-wing operations within the commercial aerospace/aviation industry to include professional pilots, dispatch, safety management, and flight instructors. This program has a specific focus on veterans in assisting them in training for well-paid jobs in sectors of need. It is planned that 85% of the students in this program will have veteran status with access to VA financial assistance.

SUU was approached by city and airport officials to consider partnering with a flight school at the Cedar City Airport (CDC) as an economic development initiative for the city and county. The request was considered by SUU due to SUU's Mission/Vision statement which includes the following as a bullet point:

“Provide outstanding programs of study in the arts and sciences, pre-professional, professional and graduate studies. Contribute to state, regional, and community needs as a social, cultural and economic catalyst.” From an economic perspective, the relationship with Upper Limit Aviation (ULA) and SUU will have an immediate impact on Cedar City. In addition to attracting the targeted number of new students to SUU with their typical spending for housing, utilities, food, etc., ULA will house a number of fixed and rotor wing aircraft at CDC.

With the aviation industry poised to experience a significant exodus of Vietnam-era commercial pilots who are reaching retirement age combined with the projected growth of the US and international aerospace industry, especially in response to the expansion of Asian economies, the demand for replacement pilots is forecast to remain significant for the next decade and beyond.

The proposed program will make use of a partnership with the private entity Upper Limit Aviation (ULA) and utilizes their existing specialized curriculum (in a manner similar to the Salt Lake Community College-ULA partnership). ULA flight training was accredited by the ACCSC in 2009 (Accrediting Commission of Career Schools and Colleges). ULA is one of only four ACCSC-accredited flight schools in the nation.

SUU has projected a positive relationship between tuition revenue and expense for this program. The startup costs will be supported by a financial contribution from ULA for the first two years.

Policy Issues

The proposed program has been reviewed by other USHE institutions. Some concern was expressed by the USHE institutions about the necessity and potential impact of an aviation program in addition to the programs at USU, UVU, and SLCC. SUU has addressed these concerns. The Program Review Committee requested SUU provide additional information and posed several questions for SUU officials to address. Those questions and SUU's responses are included in the attachment to this proposal.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Southern Utah University request to offer an Associate of Applied Science in Aerospace/Aviation Technology– Professional Pilot with Emphases in Rotor-Wing and Fixed-Wing Aircraft, and that SUU be asked to submit an annual report to the Regent's for each of the first three years of program operation.



David L. Buhler
Commissioner of Higher Education

DLB/GSW
Attachment

Program Description
Southern Utah University
AAS in Aerospace/Aviation Technology - Professional Pilot
(with Emphases in Rotor-Wing and Fixed-Wing aircraft)
02/27/2013

Section I: The Request

Southern Utah University requests approval to offer an Associate of Applied Science in Aerospace/Aviation Technology - Professional Pilot (with an emphasis in either Rotor-Wing or Fixed-Wing aircraft) effective Fall 2013. This program was approved by the SUU Board of Trustees on February 1, 2013.

Section II: Program Description

Complete Program Description

The program combines flight training with technical and professional courses essential for success in the expanding aviation and aerospace industry. The AAS Aerospace/Aviation Technology-Professional Pilot program will offer courses for students preparing for a career related to rotor-wing or fixed-wing operations within the commercial aerospace/aviation industry to include professional pilots, dispatch, safety management, and flight instructors. This program has a specific focus on veterans in assisting them in training for well-paying jobs in sectors of need. It is planned that 85% of the students in this program will have veteran status with access to VA financial assistance. An essential difference in this program versus other in-state aviation programs is that this program is a public/private partnership, relieving the state from the high cost of aircrafts, equipment and liability. SUU's obligation will be in delivering the instructional aspects of the aviation program, where a contracted aviation company will shoulder the actual flight training with all of its accompanying costs. The pilot licence will be issued by the aviation company, whereas SUU will award the AAS degree. The student benefits from this partnership because they not only come away with a flight certification, but a degree which makes them more marketable over time. Such public/private partnerships for high cost programs is a model for state resource efficiency and liability minimization.

SUU was approached by city and airport officials to consider partnering with a flight school at the Cedar City Airport (CDC) as an economic development initiative for the city and county. The request was considered by SUU due to SUU's Mission/Vision statement which includes the following as a bullet point:

"Provide outstanding programs of study in the arts and sciences, pre-professional, professional and graduate studies. Contribute to state, regional, and community needs as a social, cultural and economic catalyst." As the only credit-bearing entity in the county, SUU is the city's only option in delivering higher education. SUU is also committed to responding to local economic development initiatives as well as training our nation's veteran population.

From an economic perspective, the relationship with Upper Limit Aviation (ULA) and SUU will have an immediate impact on Cedar City. In addition to attracting the targeted number of new students to SUU with their typical spending for housing, utilities, food, etc, ULA will house a number of fixed and rotor wing aircraft at CDC. Upper Limit has certification for various types of aircraft repairs and offers commercial maintenance services to third parties. They estimate annual expenditures to vendors in the region to be approximately \$2-2.5 million annually per 100 students.

Purpose of Degree

The Aerospace/Aviation Technology program is designed to prepare students for careers in commercial air operations to include professional pilots, dispatchers, safety managers, and flight instructors. An express audience for this degree is local and national veterans as they transition into private-sector jobs.

Institutional Readiness

SUU circulated a RFP on December 11, 2012 seeking proposals from qualified sources to select a flight school to cooperate in providing coordinated instructional programs for the education and training of students participating in the University's Professional Pilot Program. Upper Limit Aviation submitted a proposal that was reviewed and approved by the SUU administration. The scope of the work outlined and approved in the proposal is pending approval of the AAS degree as outlined in this document.

The proposed program is a partnership with the private entity Upper Limit Aviation (ULA) and utilizes their existing specialized curriculum (in a manner similar to the Salt Lake Community College-ULA partnership). ULA flight training was accredited by the ACCSC in 2009.¹ ULA is one of only four ACCSC accredited flight schools in the nation. In 2010 ACCSC recognized ULA as a "School of Distinction." ACCSC has been recognized by the United States Department of Education since 1967. In addition, a review of NWCCU Operational Policy A-6 was undertaken by SUU and the scope of the agreement with ULA maintains SUU's control as per the stipulations in NWCCU Policy A-6. ULA has been doing successful aviation training in SLC since 2004, partnering with SLCC in 2007. ULA has expanded their operation to Mid-South Community College in West Memphis, Arkansas with a projected 2013 summer enrollment of 40 students and a fall enrollment of 60 students. ULA has a proven track record with the highest of accreditations and certifications.

ULA will utilize two Robinson R-22 helicopters and one Robinson R-44 and Bell 206 for the Rotor-Wing track as well as one single engine and one multi-engine fixed-wing aircraft. Upper Limit Aviation has leased space at the Cedar City Airport (CDC) to include hangars, labs, and classrooms. All flight training labs will be conducted by ULA using its FAA Part 141 approved curriculum and aircraft. The General Education portion of the program (e.g. English, Math, etc.) will utilize existing faculty, staff, and facilities.

ULA is also responsible for insurance and takes liability for students participating in the specialized training labs, including actual in-flight training. ULA also maintains all the equipment and aircraft used in the flight training and agrees to maintain its air agency certificate.

¹ Accrediting Commission of Career Schools and Colleges

Departmental Faculty

Department Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured (Director)		1	1
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured		3	3
Total Headcount Faculty in the Department			
Full-time Tenured			
Full-time Non-Tenured (Director)		1	1
Part-time Tenured			
Part-time Non-Tenured	0	3	3
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")		4	4

The proposed program will not utilize any of the existing faculty from the College of Science and Engineering. New specialized faculty will be hired for this purpose. In particular:

- SUU full-time Program Director with an MS in Aviation or related field, five years' experience in the aviation industry, and teaching experience, who will teach half-time and do advisement and administration for the other half.
- Three SUU adjunct instructors (two starting August 2013, and a third in August 2014) to teach the specialized non-Lab courses, each having one or more of the following certifications
 - Commercial Pilot Certificate
 - Certified Flight Instructor

- Certified Flight Instructor Instrument

Staff

The Program Director of the proposed program will be supported by a full-time administrative assistant. The program will also rely on the existing SUU Veteran Coordinator housed in the Registrar's Office for assistance. Additional staffing support required to support the VA students and the financial management of the degree program is contemplated. However, additional SUU support staff will be linked to the program enrollment growth. The proposed program curriculum contains numerous specialized flight labs. The staffing of these labs will be contracted out to ULA and financed via fees.

Library and Information Resources

New library resources are estimated at \$2000 per year for two years, with an ongoing cost of \$1000 per year afterwards.

Admission Requirements

This is an open enrollment program. There will be no admissions requirements beyond the SUU's math and reading prerequisites associated with the General Education courses included in this proposal.

Student Advisement

The Director of the program (to be hired) will have a half-time release for administrative duties, the foremost of which will be student advisement. Additional support from the academic advisor in the College of Science and Engineering will be provided to assist students working on completing the GE courses required by the AAS degree.

Justification for Graduation Standards and Number of Credits

According to SUU policy, students must complete a total of 64 or more credits for an AAS degree. This AAS degree requires between 69 to 71 credits, of which 21-22 credits are in General Education coursework, and 48-49 credits are in the professional pilot courses and labs.

External Review and Accreditation

As with other programs at SUU, this program is designed to fit within the criteria for institutional accreditation by NWCCU. Aviation training programs are also subject to oversight and approval by the Federal Aviation Administration (FAA). The contracting entity ULA maintains accreditation by the Accrediting Commission of Career Schools and Colleges (ACCSC).

Projected Program Enrollment and Graduates; Projected Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	0	30	80	100	100
Total # of Declared Majors in Proposed Program	X	60	160	180	200	200
Departmental Data – For All Programs Within the Department						
Total Faculty FTE (as reported in Faculty table above)		2.5	4	4	4	4
Total Student FTE (Based on Fall Third Week)		18	74	129	147	147
**Student FTE per Faculty FTE (ratio of Total Faculty FTE and Total Student FTE above)		7.2	18.5	32.25	36.75	36.75
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)						

*** Student FTE per Faculty FTE ratio includes the total Student FTEs related to the program, however the Faculty FTE reflects only SUU faculty supporting the administration and lecture based instruction of the program (ULA lab instructors are not included in this ratio).*

Expansion of Existing Program

This is not an expansion of any existing program.

Section III: Need

Program Need

This program fills a critical industry need. With the aviation industry poised to experience a significant exodus of Vietnam-era commercial pilots who are reaching retirement age combined with the projected growth of the US and international aerospace industry, especially in response to the expansion of Asian economies, the demand for replacement pilots is forecast to remain significant for the next decade and beyond. In addition the Federal Aviation Administration (FAA) has recently changed rules for the minimum number of flight hours for new pilots from 300 to 1500. This change goes into effect August 2013. Accordingly, the combination of the retirements throughout the industry over the next several years and the increased number of hours required to by the FAA for new pilots will create an unprecedented shortage in the supply of pilots in the industry. The FAA has proposed a rule to lower the requirement to 1000 hours for graduates of aviation colleges (i.e. students completing degrees from this proposed AAS). SUU through its partnership with ULA is uniquely positioned to provide the necessary resources to help fill the void of pilots in the future. Veterans Administration (VA) students are particularly well positioned to participate in this

program due to the significant financial benefits provided through the VA. Upper Limit Aviation's flight training courses have been approved by the Veteran's Administration to provide benefits under Chapters 30, 31, 1606, and 1607 of the VA G.I. Bill.

Labor Market Demand

U.S. airlines are facing what threatens to be their most serious pilot shortage since the 1960s, with higher experience requirements for new hires about to take hold just as the industry braces for a wave of retirements.²

A Commercial Rating for the Rotor-Wing track, opens doors to regional jobs such as scenic aerial tours. Further flight hours experience allows hire or contract with the federal agencies such as the US Forest Service, US Border Patrol, etc. There is a major shortage of qualified helicopter pilots available that is expected to grow as much as 60% in the next 10 years. The majority of helicopter pilots in the U.S. were trained during the Vietnam era, over 30 years ago. These pilots are nearing retirement or have already retired, creating a large void in the helicopter industry. In addition, with the oil industry booming, offshore companies are facing a near critical shortage of helicopter pilots, which has led to an increase in demand. In the aftermath of hurricanes Katrina and Rita, the oil industry is experiencing one of its busiest times ever. Helicopters to transport workers to and from offshore rigs are in constant demand. This shortage also affects all other aspects and locations of the helicopter industry.

Commercial pilots transport cargo and passengers and provide instruction and training to other aspiring pilots. After completing the program, SUU students can find a diverse array of career opportunities in corporate and commercial operations. For the Fixed-Wing track such jobs include commercial airlines, the U.S. military services, U.S. Customs and Border Protection, Division of Wildlife, scenic tour companies, aircraft firefighting, and flight instruction. A Commercial Rating is required in addition to a private pilot license. The Utah Department of Workforce Services projects approximately 10 new positions per year for Utah commercial pilots and another 60 per year for airline pilots based in Utah. Replacement rather than business expansion is projected to make up the majority of openings. Delta Airlines spokeswoman Betsy Talton recently said, "We're not hiring pilots now, but we do expect, based on retirements, that we'll need 3,500 over the next decade."³

References for Pilot Shortage Articles:

- USA Today⁴
- Aviation Week⁵
- Wall Street Journal⁶

Job Postings:

- American Eagle Careers⁷
- Rotor⁸

² *Wall Street Journal*, "Airlines Face Acute Shortage of Pilots," November 12, 2012

³ USA Today, January 7, 2012 page 3B

⁴ <http://www.usatoday.com/story/travel/flights/2013/01/06/pilots-shortage-could-start-this-yearanalysts-warn/1566088/>

⁵ http://www.aviationweek.com/Article.aspx?id=/article-xml/awx_12_18_2012_p0-530148.xml

⁶ <http://online.wsj.com/article/SB10001424052970203937004578079391643223634.html>

⁷ <http://www.americaneaglecareers.com/Jobs/Pilots.html>

⁸ <http://www.rotor.com/Resources/EmploymentOpportunities.aspx>

Student Demand

In April 2013, information collected Upper Limit Aviation (ULA), shows there were 38 students expressing an interest in studying in the program in Cedar City, pending its approval.

Student demand has been steadily increasing for programs of instruction focused on commercial pilot training. With the aviation industry poised to experience a significant exodus of Vietnam-era commercial pilots who are reaching retirement age combined with the projected growth of the US and international aerospace industry, especially in response to the expansion of Asian economies, the demand for replacement pilots is forecast to remain significant for the next decade and beyond.

Military veterans (VA students) are particularly well positioned to participate in this program due to the significant financial benefits provided through the VA. Veterans of local units such as the 222nd Field Artillery will be actively recruited for the program. The 2nd Battalion of the 222nd has sub-units in Cedar City, Richfield, Fillmore/Beaver, and St. George. This battalion was deployed in 2003, 2006, and 2011. All veterans of those deployments qualify for post 9-11 VA funding. There are between 250-400 such potential students within the SUU region. In addition to SUU recruitment efforts, Upper Limit Aviation has a student services team. Included in this team are three full time recruiters, attending veterans' events, and recruiting on active duty bases from all branches of the military across the nation.

The passage of the Post-9/11 Veterans Educational Assistance Act of 2008 (commonly referred to as the Post-9/11 GI Bill) was the most significant increase in education benefits for service members and veterans since the original GI Bill of 1944—the benefit that is frequently credited with establishing the foundation of today's middle class. The Post-9/11 GI Bill is designed to cover tuition and fees for in-state public undergraduate higher education for eligible veterans. The Post-9/11 GI Bill also provides a monthly housing stipend and an annual book stipend. Legislation passed in late 2010 expanded eligibility for the benefit to an additional 85,000 members of the National Guard and reserves and enhanced the applicability of the benefit to vocational training.

In its first year of implementation, more than half a million veterans applied for certificates of eligibility for the Post-9/11 GI Bill, and more than 300,000 veterans and family members used the benefit to attend classes.⁹

As the wars in Iraq and Afghanistan draw down and ramp up respectively, institutions will continue to encounter the potential for a significant increase of veterans on campus for many years. Veterans can bring with them a wealth of knowledge about living abroad, as well as deep personal experience with innovation, accountability, and responsibility. The influx of veterans into our institutions provides new opportunities for the enrichment of classroom discussions and the enhancement of campus diversity.¹⁰

According to the US Department of Veteran Affairs, there are over 21 million veterans currently in the United States.¹¹

Similar Programs

⁹ Steele, Jennifer, Nicolas Salcedo, and James Coley. 2010. *Service Members in School: Military Veterans' Experiences Using the Post-9/11 GI Bill and Pursuing Postsecondary Education*. Washington, DC: The American Council on Education

¹⁰ See Association of American Colleges and Universities, http://www.aacu.org/peerreview/pr-wi11/prwi11_oherrin.cfm

¹¹ See Profile of Veterans: 2011, US Dpt VA http://www.va.gov/vetdata/docs/SpecialReports/Profile_of_Veterans_2011.pdf

This proposal is closely based on corresponding (and very successful) AAS degrees provided by Salt Lake Community College (SLCC) since Fall 2008. In fact, a substantial amount of the narrative for this proposal has been copied from the SLCC R401, generously shared with SUU by Dean Rick Bouillon of SLCC.

Most of this program will be focused on helicopter training (rotor wing) of which there is only one other program in Utah, SLCC's program partnering with ULA. However, with the ramp and air traffic constraints at the SLC airport, SLCC's program is constrained forcing ULA to expand elsewhere.

Utah Valley University offers AAS, AS, and BS degrees (fixed wing) in Professional Pilot and Aviation Administration. Utah State University and Westminster College also offer BS degrees in Aviation; Professional Pilot and Flight Operations. The SUU program will be the only aviation program south of Provo. Because of geographic separation, SUU does not anticipate any significant competition for students between the proposed program and related programs of SLCC, UVU, USU, and Westminster, rather, SUU anticipates drawing a few students from their traditional service region of southern Utah, but mostly appealing to a national and veterans market. The majority of students being recruited and attending this program will be from a national spectrum, minimizing local competition from other in-state aviation programs. This program is differentiated from other USHE programs by its student target population (primarily veterans, and non-residents), and its lower risk as a public/private partnership.

FAA rules taking effect this summer will require newly hired airline pilots to have 1,500 hours of prior flight experience – versus 300 hours during the last hiring boom – raising the cost and time to train new pilots. Meanwhile, thousands of aging pilots will soon start hitting the mandatory retirement age of 65 – which was raised from age 60 a few years ago. The hourly requirements will be slightly less for pilots who trained through a four-year aviation university (750 and 1,000 hours). The increased flight hour expectation will place pressures on existing programs when producing pilots, constraining graduate flow into a high demand market.

Another new FAA rule, set to take effect in early 2014, will squeeze the supply even more by changing pilot rest and duty time rules. The new rules will force airlines to add to their pilot ranks just to maintain their current flight schedules. Add to this the growing trend of U.S. pilots seeking flying opportunities overseas and the problem only gets worse.¹²

Collaboration with and Impact on Other USHE Institutions

This proposal is closely based on corresponding (and very successful) AAS degrees provided by Salt Lake Community College (SLCC) since Fall 2011. In fact, a substantial amount of the narrative for this proposal has been copied from the SLCC R401 of June 2011, generously shared with SUU by Dean Rick Bouillon of SLCC. The SLCC program also contracts with ULA for specialized aviation lab curricula and staff. It is worth mentioning that SLCC has enrolled over 50 new students into their Rotor Wing program for the semester starting January 2013.

Many of the course numbers and descriptions for this proposal have been copied directly from SLCC, facilitating articulation of transfer credits. SUU is negotiating with SLCC in this respect. Two of the proposed SUU courses listed below come from the UVU curriculum, while four others do not appear to be offered by any USHE institution. The latter have existing curricula within Upper Limit Aviation and are being added at their suggestion. SUU will request transfer agreements with the other USHE institutions hosting aviation components (USU and UVU) prior to August 2013.

¹² <http://www.flyingmag.com/blogs/fly-wire/pilot-shortage#1oZOFoyUbZz3IXtW.99>

Southern Utah University does not anticipate significant competition for students from the above mentioned institutions. Such students are typically returned veterans with established residences rather than traditional freshmen. Southern Utah University will recruit such veterans from within its service region and nationally.

Benefits

The proposed program creates qualified candidates for well-paying pilot jobs after only two years of training. Special emphasis will be made to focus on local military veterans as prospective students, with the intention of improving this group's economic standing. The program will strengthen ties between SUU and the regional Cedar City Airport (CDC).

From an economic perspective, the relationship with ULA and SUU will have an immediate impact on Cedar City. In addition to attracting the targeted number of new students to SUU with their typical spending for housing, utilities, food, etc, ULA will house a number of fixed and rotor wing aircraft at CDC. Upper Limit has certification for various types of aircraft repairs and offers commercial maintenance services to third parties. They estimate annual expenditures to vendors in the region to be approximately \$2-2.5 million annually per 100 students.

Consistency with Institutional Mission

SUU's Mission/Vision statement includes the following as a bullet point: "Provide outstanding programs of study in the arts and sciences, pre-professional, professional and graduate studies. Contribute to state, regional, and community needs as a social, cultural and economic catalyst."

The proposed program creates a business partnership with ULA and retrains adults (veterans) in a STEM related field of study, making the program entirely in line with the HigherEd 2020 Action Plan Executive Summary (2010 version, Appendix B, item 4) which states:

Utah's education system can better align itself with economic development by enhancing and utilizing career pathways, making retraining for adults more efficient, coordinating internal standards and curricular alignments, syncing coursework with key economic clusters, encouraging more STEM related study, and pursuing greater partnerships with business and industry.

Section IV: Program and Student Assessment

Program Assessment

The goals of the program will include:

- Development of aviation skills necessary for the safe and effective operation of aircraft in VFR and IFR environments;
- Meeting the FAA knowledge and skill requirements for Commercial Pilot Certification, Certified Flight Instructor, Certified Flight Instructor Instrument, and various endorsements in aircraft type and operation;
- Strengthening of core skills in mathematics and communication common to the aviation industry;
- Attainment of entry-level positions in the aviation industry.

Assessment of the first three goals will be accomplished via standardized tests, both internally (at SUU) and externally (FAA). Assessment of the fourth goal will be done by tracking graduates and their career paths. A program Advisory Board will be formed by August 2013 and will meet, review assessment data, and provide advice at least annually.

Expected Standards of Performance

The following table of Student Learning Outcomes is based on those from the existing SLCC Professional Pilot, Rotor Wing program and will be adopted by SUU.

Student Learning Outcome	Assessment	Target
SUU General Education requirements	General Education objectives will be assessed by the departments responsible for those courses.	
1.1 Students will acquire substantial knowledge of Private Pilot aeronautical knowledge areas contained in FAA Part 141 curriculum	1.1 At the completion of the FAA Part 141 certification course students will be given an exam covering FAA Part 141 Private Pilot knowledge areas	1.1 80 % students will pass with an 80%
1.2 Students will acquire substantial knowledge of Instrument Pilot aeronautical knowledge areas contained in FAA Part 141 curriculum	1.2 At the completion of the FAA Part 141 certification course students will be given an exam covering FAA Part 141 Instrument Pilot knowledge areas	1.2 80 % students will pass with an 80%
2.1 Students will demonstrate effective written communication skills	2.1 Students will complete a written term paper covering an aviation associated concept	2.1 80 % students will pass with an 80%
2.2 Students will demonstrate effective oral communication skills	2.2 Students will be perform an oral presentation covering an aviation associated concept	2.2 80 % students will pass with an 80%
3.1 Students will demonstrate quantitative literacy skills	3.1 Students will perform basic aircraft weight and balance application problems	3.1 80% of 100% students will pass the application problems
4.1 Students will show how to think critically	4.1 Students will complete an aviation accident evaluation and apply human factor concepts to the evaluation	4.1 80 % students will pass with an 80%

Section V: Finance

Budget

3-Year Budget Projection							
Data	Current Budget – Prior to New Program Implementation	Budget					
		Year 1		Year 2		Year 3	
		Additio n to Budget	Total Budget	Additio n to Budget	Total Budget	Additio n to Budget	Total Budget
Personnel Expense							

Salaries and Wages			113,500		141,000		142,938
Benefits			43,970		50,400		51,214
Total Personnel Expense			\$157,470		\$191,400		\$194,152
Non-Personnel Expense							
Travel			10,000		10,000		10,000
Capital			5,000		10,000		15,000
Library			2,000		2,000		1,000
Current Expense			10,000		15,000		15,000
Total Non-personnel Expense			27,000		37,000		41,000
Total Expense (Personnel + Current)			\$184,470		\$228,400		\$235,152
Funding							
Appropriated Fund [1]			100,600		128,100		200,300
Other:			0		0		0
Special Legislative Appropriation					0		0
Private Subsidy [2]			75,000		75,000		0
Special Fees – COSE Program Fee [3]			8,890		25,300		34,852
Total Revenue			\$184,490		\$228,400		\$235,152
Difference							
Revenue - Expense			\$0		\$0		\$0
Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")			\$2,719		\$1,212		\$1,378

Funding Sources

Funding sources comprise program tuition, program fees, and ULA subsidy.

Included in the table above are SUU's obligations in supporting a full-time director, one administrative assistant, three adjunct Faculty, and operating expenses related to these employees and the instruction of

the lecture based curriculum outlined for the program. The contract salary of the director and administrative assistant model a 2% COLA over the three year period. The comparatively low instructional costs per Student FTE represents only the University's financial obligation to the program and do not include the expenses or lab assistants supported by ULA and are not intended to represent the total cost per Student FTE, but do represent the University's financial obligation to the program. SUU has developed this budget with the flexibility to break-even if the enrollment is only 50% of what has been projected for years one, two and three. In the unlikely event ULA discontinued its contract to provide the lab training SUU would work to place students in one of the other aviation training programs in the state.

1. Appropriated Fund = Program Tuition – Tuition collections directed to the program are modeled with a 5% inflation rate, and are estimated in year one to be \$192,500 growing to \$834,500 in year three, when the curriculum would be fully implemented and enrolled. The program tuition dedicated to the program in the table above is \$100,600 in year one and \$200,300 in year three indicating a unique return on instructional costs of 92% and 317% respectively for the University's general budget. This is largely due to the low cost, lecture based instruction supported by the University with the high labor and equipment intensive labs being self-supported by the private contract with ULA. The University intends to collect tuition on all credit bearing lecture and lab based courses.
2. ULA Subsidy – ULA has committed to support \$75,000 for the first two years of implementation to assist in supporting the cost of starting up the program.
3. Special Fees = Program Fees – College of Science and Engineering (COSE) collects an \$8 per credit fee on all courses offered in the college. Fees collected from this AAS program will be allocated to support the program's instructional costs.

Reallocation

N/A

Impact on Existing Budgets

Projected program tuition collections have a positive contribution margin beyond funding the direct costs of instruction. The current expense budget of the College of Science and Engineering is about 10% more than tuition collections. With the addition of the new pilot training AAS degree, tuition collections are forecast to be nearly 30% more than the School's expense budget after 3-5 years. As the program grows SUU anticipates additional administrative staff being added

Section VI: Program Curriculum

All Program Courses

Course Prefix and Number	Title	Credit Hours
Common GE Component		
ENGL 1010 or 2010	English requirement	3
Any of MATH 1030, 1040, 1050, 1100, 1210, or 2040	Quantitative Literacy requirement	4
LM 1010	Information Literacy requirement	1
CSIS 1000	Computer Literacy requirement	3
Any of HIST 1700, ECON 1740, POLS 1100	American Institutions requirement	3

Course Prefix and Number	Title	Credit Hours
Any GE class from SUU Knowledge Area H	Humanities requirement	3
Any GE class from SUU Knowledge Area P	Physical Science requirement	4-5
GE Subtotal		21-22
Common Core for both Emphases (required courses)		
PILT 1010*	Air Transportation	3
PILT 1040*	Aviation Orientation	1
PILT 1100*	Private Pilot Ground School	3
PILT 1250*	Instrument Ground School	3
PILT 1420*	Aircraft Systems	3
PILT 2050*	Aviation Meteorology	3
PILT 2100*	Commercial Ground School	3
PILT 2250*	Aerodynamics	3
PILT 2310*	Human Factors and Safety	3
Common Core Subtotal		25
Fixed-Wing Emphasis (required courses)		
PILT 1140	Solo Pilot FW Certification Lab	1
PILT 1150	Private Pilot FW Certification Lab	2
PILT 1300	Instrument Certification FW Lab	2
PILT 2200	Cross Country FW Lab	2
PILT 2210	Multi-engine FW Ground School	2
PILT 2220	Multi-engine FW Lab	2
PILT 2240	Commercial Pilot FW Certification Lab	2
PILT 2300	CFI FW Lab	1
PILT 2340*	CFI Ground School	3
PILT 2350	CFI Instrument FW Lab	1
PILT 2400	CFI Multi-engine FW Lab	1
PILT 2555	CFI Instrument Multi-engine FW Lab	2
Fixed-Wing Required Subtotal		21
Fixed-Wing Emphasis Electives (select 2-3 hrs from below)		
PILT 1800*	Ground Tutoring Lab	1
PILT 1840*	Simulator Tutoring Lab	1
PILT 3200	Aviation Physiology	3
PILT 2470	FAA Regulations	2
PILT 2160*	Aviation Law	3
PILT 2895	MEL Private Add On	1
PILT 2995	SEL Commercial Add On	1
Fixed-Wing Electives Subtotal		2-3
Total Credits for Fixed-Wing Emphasis		69-70
Rotor-Wing Emphasis (required courses)		
PILT 1145	Solo Pilot RW Certification Lab	1
PILT 1155	Private Pilot RW Certification Lab	2
PILT 1265	Instrument Simulator RW Lab	1

Course Prefix and Number	Title	Credit Hours
PILT 1315	Instrument Certification RW Lab	2
PILT 2205	Cross Country RW Lab	2
PILT 2245	Commercial Pilot RW Certification Lab	2
Rotor-Wing Required Subtotal		10
Rotor-Wing Emphasis Electives (select 13-14 hrs from below)		
PILT 1115	Private RW Simulator Lab	1
PILT 1305	Reciprocating Transition RW Lab	1
PILT 1800*	Ground Tutoring Lab	1
PILT 1840*	Simulator Tutoring Lab	1
PILT 2160*	Aviation Law	3
PILT 2305	CFI RW Lab	1
PILT 2340*	CFI Ground School	3
PILT 2355	CFI Instrument RW Lab	1
PILT 2405	Turbine Transition RW Lab	2
PILT 2445	Mountain Operations RW Lab	1
PILT 2455	Utility Operations RW Lab	1
Sub-Total		13-14
Total Credits for Rotor-Wing Emphasis		69-71

* Courses marked with an asterisk can be applied to either the Fixed-Wing or Rotor-Wing Emphases

Typical Program Schedule for Fixed-Wing Emphasis

Fall 2013	Crdts	Spr 2014	Crdts	Fall 2014	Crdts	Spr 2015	Crdts	Fall 2015	Crdts
PILT 1040	1	PILT 1010	3	PILT 1250	3	PILT 2100	3	PILT 2340	3
PILT 1100	3	PILT 1150	2	PILT 1300	2	PILT 2300	1	PILT 2350	1
PILT 1140	1	PILT 2050	3	PILT 2200	2	PILT 2240	2	PILT 2400	1
PILT 1420	3	PILT 2310	3	PILT 2210	2	PILT 2250	3	PILT 2555	2
MATH GE	4	CSIS 1000	3	PILT 2220	2	PILT Elective	3	GE Course	3
ENGL 1010	3	LM 1010	1	Science GE	4	GE Course	3	Total	10
Total	15	Total	15	Total	15	Total	15		

Typical Program Schedule for Rotor-Wing Emphasis

Fall 2013	Crdts	Spring 2014	Crdts	Fall 2014	Crdts	Spring 2015	Crdts
PILT 1040	1	PILT 1010	3	PILT 1250	3	PILT 2100	3
PILT 1100	4	PILT 1155	2	PILT 1265	1	PILT 2205	2
PILT 1145	1	PILT 2050	3	PILT 1315	2	PILT 2245	2
PILT 1420	3	PILT 2310	3	PILT 2250	3	Science GE	4
ENGL 1010	4	CSIS 1000	3	GE Course	3	GE Course	3
MATH GE	4	PILT Electives	4	PILT Electives	5	PILT Electives	4
LM 1010	1	Total	18	Total	17	Total	18
Total	17						

Section VII: Faculty

SUU will use existing General Education faculty for the GE portion of the program. Upper Limit Aviation has contracted with SUU to cover all specialized flight labs. The remaining positions will consist of new SUU hires:

- A full-time Program Director with an MA/MS in Aviation or related field, five years' experience in the aviation industry, and teaching experience
- Three adjunct instructors (two starting August 2013, and a third in August 2014) each having one or more of the following certifications
 - Commercial Pilot Certificate
 - Certified Flight Instructor
 - Certified Flight Instructor Instrument

The proposed position description for the director is as follows:

Program Director, Professional Pilot Program, AAS Degree

Southern Utah University, in conjunction with Upper Limit Aviation, is seeking a dynamic Program Director for a professional pilot program. The director will be a full-time faculty at Southern Utah University and will oversee the Aviation program. The Program Director will coordinate and work closely with Upper Limit Aviation's Executive Director to ensure efficiencies and effectiveness of the overall program. The Program Director will serve as the designated point of contact for flight school students, University staff, and faculty related to the aviation program. The director will spend fifty percent of their time in ground instruction for aviation students and the other fifty percent will manage the flight program.

Responsibilities and Duties:

- Coordinate consistently with Upper Limit Aviation Executive Director for program effectiveness, creating an atmosphere of cohesive partnership
- Supervise fixed-wing and rotor-wing craft program coordinators and adjunct faculty
- Responsible for maintaining all procedural and administrative aspects of the aviation program for Southern Utah University
- Develop and recommend new or revised program goals, objectives, and learning outcomes
- Advise students within the professional pilot program
- Develop and schedule program work plan in accordance with specifications and funding limitations; oversee daily operations and coordinate activities of program in partnership with Upper Limit Aviation Executive Director
- Confer with and advise Southern Utah University staff, students, and others to provide technical advice, problem solving assistance, answers to questions, program goals and policy interpretation
- Coordinate and ensure optimum efficiency and compliance with appropriate policies, procedures, and specifications standards per FAA requirements
- Monitor and approve program budget to ensure that expenditures are in line with allocations
- Act as a liaison with students, faculty, staff, and outside/community agencies in facilitating program objectives
- Ability to work a flexible schedule that may include evening and weekend assignments
- Ability to effectively manage and oversee multiple areas/assignments
- Knowledge of and strong desire to work with the veterans population, strong interpersonal skills, and the ability to effectively communicate with a wide range of individuals necessary
- Read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals following FAA and VA requirements required

Qualifications:

- MA/MS required and three years of related experience; all educational degrees must be from an accredited institution
- Certified Flight Instructor License required
- Working knowledge of FAA flight certification requirements
- Veteran status preferred

APPENDIX A
Responses to PRC questions re: Aviation Program at SUU
4/23/13

- 1. What evidence is there (beyond 38 names on a list maintained by ULA) that the projected number of students will materialize and enroll in this program? Has SUU investigated the eligibility and interest of the students in enrolling in the program beyond being presented their names?**

It is important to emphasize that ULA has much more to lose than SUU if the enrollment numbers aren't met. They are carrying the vast majority of the financial risk. Their past business success has relied on their ability to understand the student market and to develop sophisticated recruitment and retention strategies. Upper Limit Aviation has a highly developed recruitment and marketing department with nine full-time recruiters/liaisons to ensure enrollment and admissions into ULA's professional pilot programs. These resources will be deployed for the SUU program as well. Although no formal marketing program has been launched, several potential students have already contacted SUU's admissions department for enrollment information. Upper Limit Aviation has 177 students currently in the Salt Lake program and 40 students in the new West Memphis, Arkansas program beginning June 3. ULA has a successful 10 year business record and is a 141 FAA approved flight training school. Upper Limit Aviation is ACCSC accredited, and has demonstrated its ability to attract and retain students with its current contracts.

- 2. What evidence is there that there will be students to meet the requirement of the VA that 15% of the students in the program are NOT supported by VA Benefits? [In the first year, 15% of the projected number of 60 students is 9 students. In the second year, 15% of the 160 students projected are 24.]**

The Salt Lake ULA program currently has 25 private pay students. At the West Memphis location, ULA currently has 5 private pay students (for an incoming class of 40). ULA has a list of 19 private pay students who desire to come to Utah (either SLC or SUU) for this program. In every case, ULA has demonstrated the ability to exceed the requirements for private pay students in whatever location they operate.

- 3. How will the number of aircraft being provided by Upper Limit Aviation (ULA) meet student need for flight hours with the projected number of students and the average number of "fly-able" hours per year in Cedar City? What impact will the increase in the number of flight training hours by the FAA (from 300 to 1500) have on the ability of ULA to provide the required number of flight hours for the student enrollments projected?**

ULA's business model relies on understanding the environment and successfully projecting the varying and shifting needs of the aviation industry. ULA has the ability to purchase and lease both rotor-wing and fixed-wing aircraft to meet the demands of student flyable hours. ULA has demonstrated this in both the Salt Lake and West Memphis locations and has a successful 10 year operational history. ULA has the financial ability to acquire the appropriate number of aircraft, and will meet the increase in the FAA requirements from 300 to 1500 hrs.

- 4. What impact does the number of "fly-able" days in Cedar City have on the ability of the company to provide a sufficient number of flight training hours for the projected number of students?**

Upper Limit Aviation has done significant research in the southwest area of southern Utah, specifically surrounding the Cedar City airport, and has found that there are significant flyable days per year. Research

has revealed that there are over 300 flyable days per year at the Cedar City airport. This number of flyable days is more than sufficient to handle the projected numbers of students in the program. This is a detail ULA has spent considerable time researching given the amount they plan on investing into the Cedar city area.

5. How closely does this proposed program fit within the mission of SUU (state liberal arts and sciences university) aside from the program supporting local economic development?

It's critical to understand that SUU's mission is explicit when it read: SUU "provides outstanding programs in the arts and sciences, pre-professional, professional, and graduate studies." The university's designation as the state's liberal arts and sciences university does not suggest that SUU only offers programs in the liberal arts or just the sciences (although this degree is an Associates of Applied Science). We have a long and vibrant history of professional programs (Education, Business, Nursing, Computer Science, etc.). Indeed, if it was narrowed to that extent, we would be challenged greatly is fulfilling another important part of the mission statement that SUU would: "contribute to state, region, and community needs as a social, cultural and economic catalyst." We cannot, nor should not, ignore local requests to respond to local economic contexts, and as such we need to be nimble enough to develop programs where the SWATC cannot. What the liberal arts and sciences designation does suggest is that we are trying to produce liberally educated professionals. The way SUU educates students separates us from professional programs that have more narrow vocational foci. We are interested in educating the whole person, providing them with capabilities - in broad-based skill sets (writing, communication, critical thinking, etc.) to help them be successful in a career (and future leadership opportunities) and not just a single job. SUU also see this program being conducive to our status as a military- friendly university. Responding to the needs and career transitions of veterans is not an insignificant part of all our missions within the USHE system.

Let us say a word about potential competition in the USHE system. The program contemplates 60 students per year. Most of these students will be pursuing the helicopter emphasis – which, incidentally, should pose no competition to other USHE programs. But supposing that 1/2 of the students pursues the fixed-wing emphasis - that would leave 30 students. 85% of those students will be veterans, non-residents. 25 of the 30 students would not fit the category of Southern Utah students who might go to say, UVU's fixed-wing program. At most we are talking about 5 students a year that might consider UVU over SUU's program who are from this part of the state. UVU's enrollment for its aviation program is over 1600 students at present. SUU's proposed program would not pose a significant threat to UVU's program. Our student market is largely national and largely veteran-based. The job market is also a national one.

6. What evidence does SUU have of the financial viability of ULA as a company?

Upper Limit Aviation has operated a successful business model for 10 years. ULA holds an FAA part 141 certificate, is ACCSC accredited, and is currently partnered with two other accredited colleges. ULA holds an FAA part 135 certificate for commercial operations and is a certified Robinson helicopter repair and maintenance facility, repairing and maintaining not only ULA aircraft but other vendors and personal aircraft as well. ULA currently operates 25 aircraft nationally. All of the aforementioned items are significant milestones demonstrating ULA's longevity and financial viability. Upper Limit Aviation has demonstrated a significant commitment in setting the highest of standards. Upper Limit Aviation, Inc. meets the financial standards set by the national accreditor, the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC receives their authority to grant accreditation from the Federal – Department of Education.

If anyone investigates the financial statements submission and standards requirements for the Accrediting Commission of Career Schools and Colleges it will be apparent that by virtue of the ACCSC accreditation that ULA is a financially viable organization.

Enrollment and Financial Planning Benchmarks

Planned Enrollment/Financial Outlay:

SUU's Professional Pilot program and R401 plans for student enrollment levels of 30 new students per semester beginning fall 2013, growing to full capacity of 200 students in the program by year 4 with 50 students being enrolled per semester by fall 2016. The current R401 in year 1, projecting 30 new students per semester plans for the following funding levels:

\$193,000	Tuition Collections
\$75,000	ULA Contributions
<u>\$9,000</u>	Program Fees
\$277,000	Total Program Revenue

Instructional expenses planned in the first year total \$185,000 to support the instructional obligations of this level of student body; leaving \$92,000 uncommitted tuition collections or growth funds in the University's annual base budget.

Provided the program grows to full capacity of 50 new students per semester, and a student body of 200 in the program, as projected by year 4 in the R401, funding levels are projected as follows:

\$928,000	Tuition Collections
\$0	ULA Contributions
<u>\$27,000</u>	Program Fees
\$955,000	Total Program Revenue

Instructional expenses planned in year 4, and once the program is at full capacity is \$240,000; leaving \$715,000 uncommitted tuition collections or growth funds in the University's annual base budget.

Minimal Enrollment/Financial Scenario and Established Breakeven:

While these enrollment/financial projections are hopeful, if the program progressed with a fall 2013 freshman class of 30 new students, without an additional spring cohort, reaching a total student body of only 60 students, the following funding levels would be expected in year 1:

\$120,000	Tuition Collections
\$75,000	ULA Contributions
<u>\$5,500</u>	Program Fees
\$200,500	Total Program Revenue

Instructional expenses planned in in the first year would remain primarily fixed, similar to expenses planned in the R401 at \$185,000; leaving only \$15,500 of uncommitted tuition collections or growth funds, essentially marking a breakeven point at a total student body of 30 students (15 students per year as the program's curriculum in completed over two years). Moreover, it would be fair to suggest that if the program could only attract 15 students per year, the fixed costs of the Director and administrative support could face reductions in service levels, but financially could be sustained if needed.

Carrying the scenario forward of 30 new students per year, reaching a total student body of 60 students in the two year program, by year 4 funding levels are projected as follows:

\$295,000	Tuition Collections
\$0	ULA Contributions
<u>\$12,000</u>	<u>Program Fees</u>
\$307,000	Total Program Revenue

Instructional expenses to support this level of student body in the program are estimated at \$220,000; leaving \$87,000 of uncommitted tuition collections or ongoing growth funds in the University's base budget.

As previously expressed, the public/private partnership proposed at SUU is a unique opportunity for the USHE system to be responsive in garnering federal funding to provide an economic return on an industry niche and better serve our veteran constituents. The partnership places the largest fixed-cost burdens of the program on the private entity (ULA), and in the event this opportunity is not fully capitalized and enrollments do not sustain a reasonable breakeven, the University has the option of dropping the private vendor and the remaining students can be transitioned through a teach-out to one of the State's other aviation programs who are fully committed to the total/fixed costs and service of an associates in aviation technology.

Considering a worst case scenario in which SUU finds itself having to teach one student through the program, the instructional costs would remain at the director's salary and benefits of \$100k. The director's responsibilities would be teaching the full set of ground school curriculum, and would then coordinate the lab time with ULA or one of the other USHE institutions through a self-support service model. Temporary administrative support would shift to the Dean's Office, and the \$100k institutional liability for the director would be sustained throughout the full teach-out period of two years. If this type of scenario presented itself within the first few years, the majority of the liability would be met by ULA's planned contribution; otherwise the program finalization would be covered through institutional reserves. In the very unlikely event that the program proved somehow not viable, and students needed "educated out," we would first find ways to phase out student enrollment here if financially possible. Otherwise, we would transfer the students to place in the other two established ULA programs in Salt Lake City or West Memphis. We would also look at viable programs within the state and region in which students could be placed.

May 8, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College – Certificate of Completion and Associate of Applied Science in Electronics Engineering Technology

Issue

Salt Lake Community College (SLCC) requests permission to offer a Certificate of Completion and an Associate of Applied Science (AAS) degree in Electronics Engineering Technology, effective Summer Term of 2013. These programs were approved by the Institutional Board of Trustees on March 13, 2013.

Background

Salt Lake Community College had similar electronics technology programs prior to the recession but these programs were consolidated due to budget constraints. Since that time, industry has requested reinstatement of the programs and has been helpful in program design. The proposal incorporates a stackable credential model. In addition to the credit-based Certificate of Completion that is part of this proposal and that serves as the first year of the proposed AAS degree, the program design provides for a recently approved non-credit certificate in electronic engineering technology, offered through the SLCC School of Applied Technology, to be applied toward the first year of the AAS degree in accordance with Regent Policy R473, Standards for Granting Credit for Course Work Completed at Applied Technology Centers.

These proposed certificate and degree programs are designed to provide students with a foundation in electronics theory and application. Students will be prepared to operate, install, troubleshoot, repair, maintain and service electronic equipment and systems. The courses emphasize mastery of theory as well as attainment of skills and competencies required in employment settings.

Nationally, the employment outlook for Electrical and Electronics Engineering Technicians (CIP code 17-3023) is projected to grow by 2% between 2010 and 2020.¹ Locally, the Utah Department of Workforce Services rates Electrical and Electronics Engineering Technicians as a three-star occupation, implying moderate anticipated job growth with an estimated 50 annual job openings in Utah per year through 2020. Median compensation is estimated to be at \$27.30 per hour. As the program is implemented, SLCC plans

¹ United States Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook

to develop relationships and recruitment with local high schools. Salt Lake Community College's partnership with L-3 Communications provides an added level of local industry support.

Policy Issues

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

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Salt Lake Community College to offer the Certificate of Completion and the Associate of Applied Science degree in Electronics Engineering Technology, effective Summer Term of 2013.



David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Program Description
Salt Lake Community College
Certificate of Completion and Associate of Applied Science Degree in Electronics Engineering Technology

Section I: The Request

Salt Lake Community College requests approval to offer a Certificate of Completion and an Associate of Applied Science Degree in Electronics Engineering Technology effective Summer Term, 2013. The programs were approved by the institutional Board of Trustees on March 13, 2013.

Section II: Program Description

Complete Program Description

The Certificate of Completion (CER C) and the Associate of Applied Science (AAS) degree in Electronics Engineering Technology (EET) will provide students with a solid foundation in electronics theory and application as well as a foundation in established and emerging related technologies. The programs are designed for students who intend to enter the workforce after program completion. Students will be prepared to operate, install, troubleshoot, repair, maintain and service electronic equipment and systems. The programs provide a core in electronics and advanced courses. The courses emphasize mastery of theory as well as attainment of skills and competencies vital to workforce needs.

Purpose of Degree

The proposed EET programs were developed in response to requests from major employers (with support from the Utah Computer Science and Engineering Initiative) for credit-bearing certificate and associate degree pathways that provide quality, stackable training and education for students who wish to advance in electronics engineering technology careers. The institution anticipates that incumbent workers who desire professional development and industry professionals will also enroll in the programs. The AAS program is designed to link with non-credit programs offered by Salt Lake Community College's School of Applied Technology in a stackable manner. Additionally, students who complete the AAS degree should be able to transfer to appropriate Utah System of Higher Education System (USHE) baccalaureate programs in electrical engineering technology and/or related disciplines upon or concurrent with completion of General Education requirements.

Institutional Readiness

Both programs will be located in SLCC's School of Science, Mathematics and Engineering. These programs will be administered by the Division of Natural Sciences which currently houses certificates of completion and associate degree programs in Engineering, Engineering Design/Drafting Technology, Machining Technology, Manufacturing Technology, Geomatics and Geographic Information Sciences Technology. Administrative expertise and division office support are currently in place to: 1) facilitate stackable credential pathways in electronics engineering technology in collaboration with SLCC's School of Applied Technology; 2) provide oversight and synergistic incorporation of this program into the Division of Natural Sciences and; 3) provide effective implementation of these new programs.

Ongoing funding to support the CER C and AAS programs was approved in mid-2012 by the Board of Regents through recommendation of the Technology Initiative Advisory Board (TIAB). Required matching funds and additional resources will be obtained via SLCC internal allocation processes and via partnerships with industry.

Faculty

Currently, SLCC’s School of Science, Mathematics and Engineering has three full-time faculty in the Engineering Design and Manufacturing Department. Additionally, there is one full-time faculty in the Engineering Department and two faculty in the SLCC School of Applied Technology who have credentials to teach courses in these programs. Faculty from these related departments will serve the CER C and AAS programs as dictated by program need and according to availability considering teaching loads in their home departments. As mentioned previously, the TIAB recommended funding to support a new faculty position at SLCC. It is anticipated that this new position will oversee and coordinate the programs. Adjunct instructors are also being identified to support program objectives.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
With Master’s Degrees			
Full-time Tenured	1	1	2
Full-time Non-Tenured	0	0	0
Part-time Tenured	1	0	1
Part-time Non-Tenured	1	1	2
With Bachelor’s Degrees			
Full-time Tenured	2	0	2
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	1	2	3
Other			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	6	0	6
Total Headcount Faculty			
Full-time Tenured	3	1	4
Full-time Non-Tenured	0	0	0
Part-time Tenured	1	0	1
Part-time Non-Tenured	8	3	11
Total Department Faculty FTE (As reported in the	6.4	1.9	8.3

Program Description
Salt Lake Community College
Certificate of Completion and Associate of Applied Science Degree in Electronics Engineering Technology

Section I: The Request

Salt Lake Community College requests approval to offer a Certificate of Completion and an Associate of Applied Science Degree in Electronics Engineering Technology effective Summer Term, 2013. The programs were approved by the institutional Board of Trustees on March 13, 2013.

Section II: Program Description

Complete Program Description

The Certificate of Completion (CER C) and the Associate of Applied Science (AAS) degree in Electronics Engineering Technology (EET) will provide students with a solid foundation in electronics theory and application as well as a foundation in established and emerging related technologies. The programs are designed for students who intend to enter the workforce after program completion. Students will be prepared to operate, install, troubleshoot, repair, maintain and service electronic equipment and systems. The programs provide a core in electronics and advanced courses. The courses emphasize mastery of theory as well as attainment of skills and competencies vital to workforce needs.

Purpose of Degree

The proposed EET programs were developed in response to requests from major employers (with support from the Utah Computer Science and Engineering Initiative) for credit-bearing certificate and associate degree pathways that provide quality, stackable training and education for students who wish to advance in electronics engineering technology careers. The institution anticipates that incumbent workers who desire professional development and industry professionals will also enroll in the programs. The AAS program is designed to link with non-credit programs offered by Salt Lake Community College's School of Applied Technology in a stackable manner. Additionally, students who complete the AAS degree should be able to transfer to appropriate Utah System of Higher Education System (USHE) baccalaureate programs in electrical engineering technology and/or related disciplines upon or concurrent with completion of General Education requirements.

Institutional Readiness

Both programs will be located in SLCC's School of Science, Mathematics and Engineering. These programs will be administered by the Division of Natural Sciences which currently houses certificates of completion and associate degree programs in Engineering, Engineering Design/Drafting Technology, Machining Technology, Manufacturing Technology, Geomatics and Geographic Information Sciences Technology. Administrative expertise and division office support are currently in place to: 1) facilitate stackable credential pathways in electronics engineering technology in collaboration with SLCC's School of Applied Technology; 2) provide oversight and synergistic incorporation of this program into the Division of Natural Sciences and; 3) provide effective implementation of these new programs.

Ongoing funding to support the CER C and AAS programs was approved in mid-2012 by the Board of Regents through recommendation of the Technology Initiative Advisory Board (TIAB). Required matching

funds and additional resources will be obtained via SLCC internal allocation processes and via partnerships with industry.

Faculty

Currently, SLCC’s School of Science, Mathematics and Engineering has three full-time faculty in the Engineering Design and Manufacturing Department. Additionally, there is one full-time faculty in the Engineering Department and two faculty in the SLCC School of Applied Technology who have credentials to teach courses in these programs. Faculty from these related departments will serve the CER C and AAS programs as dictated by program need and according to availability considering teaching loads in their home departments. As mentioned previously, the TIAB recommended funding to support a new faculty position at SLCC. It is anticipated that this new position will oversee and coordinate the programs. Adjunct instructors are also being identified to support program objectives.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
With Master’s Degrees			
Full-time Tenured	1	1	2
Full-time Non-Tenured	0	0	0
Part-time Tenured	1	0	1
Part-time Non-Tenured	1	1	2
With Bachelor’s Degrees			
Full-time Tenured	2	0	2
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	1	2	3
Other			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	6	0	6
Total Headcount Faculty			
Full-time Tenured	3	1	4
Full-time Non-Tenured	0	0	0
Part-time Tenured	1	0	1
Part-time Non-Tenured	8	3	11
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for “prior to program implementation” and using the A-1/S-11 Cost Study Definition for the projected “at full program implementation.”)	6.4	1.9	8.3

Staff

	Year 1	Year 2	Year 3	Year 4	Year 5
Administrative	0	0	0	0	0
Secretarial	0	0	0	0	0
Clerical	0.5 FTE				
Laboratory Aids/Instructors	0.5 FTE	0.5 FTE	1.0 FTE	1.0 FTE	1.0 FTE

Library and Information Resources

Salt Lake Community College Learning Resources has, in addition to permanent library holdings, sufficient electronic access to electronics engineering technology online materials. For this field of study, the most useful information such as: vendor information, equipment and supply components, specifications, product manuals, industrial applications, reports on emerging technologies and applications, etc. are primarily online with frequent updating. Salt Lake Community College technology and electronic resources are sufficient for faculty and students to access information required for the programs.

Admission Requirements

The CER C and AAS programs are open to all SLCC students who meet admission, placement test score and course prerequisite requirements (<http://www.slcc.edu/students-future/admissions/index.aspx>). There are no selective admission requirements for these programs.

Student Advisement

Salt Lake Community College provides a broad menu of academic and career advising services for all students. Specific advising for program students is also provided by the academic advisor assigned to the School of Science, Mathematics and Engineering.

Justification for Graduation Standards and Number of Credits

Students must complete nine credit hours of General Education and 23 credit hours of program-specific coursework to complete a Certificate of Completion, or 12 credit hours of General Education coursework and 51 credit hours of program-specific coursework to receive an AAS degree. The program curriculum and number of credit hours required to complete the CER C and/or the AAS degree in Electronics Engineering Technology correspond to similar programs at other USHE institutions as well as electronics engineering technology programs across the United States. Additionally, the proposed curriculum and planned expansion will prepare students to achieve skill certifications consistent with nationally recognized outcome assessments (e.g., Society of Manufacturing Engineers, and eventual application for ABET accreditation).

External Review and Accreditation

In addition to internal consultation between SLCC's School of Science, Mathematics and Engineering and the School of Applied Technology, SLCC has solicited input from faculty from Weber State University's (WSU) ABET accredited Electronics Engineering Technology programs, from Gadsden State Community College (AL), and from the University of Dayton (OH) program in Electronics Engineering Technology. Local industry and public education representatives have also provided input. Salt Lake Community College will draw from these individuals to form a Program Advisory Committee.

The SLCC EET program will seek ABET accreditation after the program has been in place five years. ABET has a program to accredit an AAS degree program in Electrical Engineering Technology. The ABET

accreditation will help students when they transfer to other ABET accredited programs both inside and outside the state.

Salt Lake Community College has investigated certification programs through the Electronics Technicians Association (ETA) and from the Society of Manufacturing Engineers (SME). These certifications should fit with the proposed CER C and AAS program models. The ETA is a mechanism to support stackable credentials that do not conflict with existing accreditation commitments and standards.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	0	5	10	20	20
Total # of Declared Majors in Proposed Program	X	10	20	30	40	50
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	6.4	7.4	7.4	7.7	8.0	8.3
Total Department Student FTE (Based on Fall Third Week)	63.5	67.5	73.5	77.5	83.5	87.5
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	9.92	9.12	9.93	10.06	10.44	10.54
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)	NA	NA	NA	NA	NA	NA

Expansion of Existing Program

These are new programs that are being developed through industry input.

Section III: Need

Program Need

Electronics engineering technician job openings that require the equivalent of a Certificate of Completion and/or an Associate’s degree are frequently advertised in Salt Lake Community College’s service area (see Labor Market Demand). Other than one for-profit program (ITT Tech) there are no credit certificates or associate’s degree programs in electrical engineering technology available in SLCC’s service area. SLCC’s School of Applied Technology, in response to demand from local employers such as L-3 Communication

has developed non-credit entry-level instruction in basic electronics assembly and related skills. These employers and program students desire stackable pathways in order to continue professional development and advancement toward a skilled workforce. In response to this demand SLCC developed the programs described in this proposal. This demand was endorsed in mid-2012 with ongoing funding as recommended by the TIAB. The TIAB's recommendations were approved by the Board of Regents in July, 2012.

It should be noted that the courses in these programs are sufficiently rigorous to articulate to Associate and Bachelors of Science degree programs in Electrical Engineering Technology or related areas at USHE transfer institutions such as Weber State University. When articulation agreements are established, SLCC students who complete the proposed AAS degree, augmented with additional General Education and calculus courses, will be able to continue their academic progress toward a baccalaureate degree.

Labor Market Demand

Nationally, the employment outlook for electrical and electronics technicians is projected to grow by 2% between 2010 and 2020 (source: US Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook). Utah Department of Workforce Services (DWS) projects 0.5 % annual change for this occupational category. The Department of Workforce Services rates Electrical and Electronic Technicians as a three-star occupation, indicating moderate employment outlook statewide. Current SLCC service area openings include the following job titles:

- Craftsmen-electrical/instrumentation
 - Electrical Technician
 - Electronics Maintenance Technician
- Calibration Technician
 - Switch Technician
 - Controls Technician
- Laboratory Technician
 - Electrical Control Panel Assembler
- VFD Technician
 - Board Repair Technician
- Injection Molding Process Technician
 - SCA Electronics Maintenance Technician

The proposed CER C and AAS programs, along with development of additional emphases as needed, will train students for these occupations.

The overall median hourly wage for electrical and electronics technicians within SLCC's service area is \$27.30 while the median hourly wage for entry-level workers with an associate's degree is \$19.10. Salt Lake Community College's proposed CER C and AAS programs in Electronics Engineering Technology represent a viable solution for employees who support accessible career advancement pathways for their incumbent workers and for students in related occupations who desire advanced education.

Student Demand

SLCC's School of Applied Technology provides noncredit instruction for local industry in basic electronics. Industry partners and students trained by SAT have expressed strong interest in stackable advanced education and training for SAT completers to secure higher credentials in order to sustain a competitive workforce.

SLCC has also met with local school districts to introduce them to its plans for the EET program. High schools in the area no longer have electronics programs but several of the districts, particularly the Jordan School District, have expressed that such a program at the community college level would meet the needs of high school graduates.

As the program is implemented, SLCC will develop relationships and recruitment with the local high schools. An SLCC faculty member was recently a teacher at Jordan High School. The head of Career and Technical Education at Jordan High School is supportive of SLCC's efforts and will work with SLCC and others at Jordan High School to develop recruitment materials and techniques.

At full implementation of the proposed CER C and AAS programs SLCC expects that as many as 30-50 students each year will come from high schools in SLCC's service area.

Similar Programs

Similar USHE programs are listed in the table below.

USHE Institution	Program
Weber State University	Associate of Applied Science Degree in Electronics Engineering Technology
	Bachelors of Science Degree in Electronics Engineering Technology
Utah Valley University	Associate of Science/Associate of Arts/Associate of Applied Science in Electrical Automation and Robotics Technology
	Associate in Applied Science Degree in Mechatronics Technology
USU-Eastern	(College of Agriculture) Certificate of Completion in Electronics
Southern Utah University	Associate of Applied Science Engineering Technology- Electronics Emphasis
	Bachelor of Science/Bachelor of Arts Electronics Emphasis Engineering Technology Composite Curriculum

The only related non-USHE program in the SLCC service area is the Associate of Science Degree in Electrical Engineering Technology at ITT Technical Institute.

The CER C and AAS programs described in this proposal meet the degree standards of similar USHE programs. If approved, this program will be able to conveniently serve students in SLCC's service area as well as students from SLCC's School of Applied Technology who desire a seamless and logistically convenient pathway into credit courses and degree programs.

Collaboration with and Impact on Other USHE Institutions

Salt Lake Community College has had extensive interaction with faculty and administrators at Weber State University to ensure that CER C and AAS program curriculum standards are transferable without compromising their ABET accreditation. The SLCC program should not negatively impact other USHE programs, but rather potentially enhance upper division enrollment at transfer USHE institutions via SLCC students who decide to take advantage of transfer options for baccalaureate degrees.

Benefits

- The Certificate of Completion and AAS degree in Electronics Engineering Technology will provide the necessary linkage to credit pathways for students who emerge from non-credit programs in SLCC's School of Applied Technology.

- The Certificate of Completion and AAS degree in Electronics Engineering Technology will provide education and training for job openings in the SLCC service area.
- The Certificate of Completion and AAS degree in Electronic Engineering Technology will provide desired credit pathways for incumbent workers in SLCC's service area.
- The Certificate of Completion and AAS degree in Electronics Engineering Technology will provide transferable courses and credit to USHE baccalaureate programs in Electrical Engineering Technology and related programs.

Consistency with Institutional Mission

Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers. The proposed CER C and AAS programs in Electrical Engineering Technology are consistent with SLCC's service mission and obligations.

Section IV: Program and Student Assessment

Program Assessment

Goals:

1. Provide relevant training so that the one-year certificate students and two-year AAS graduates will be able to find gainful employment locally.
2. Provide a strong foundation so that students will be able to use credit earned at SLCC to further education at other institutions both in and out of the state.
3. Provide processes so that local employers can have influence over the mechanisms used to meet educational needs of employees.
4. Create articulation agreements so that SLCC AAS graduates will be able to transfer to local 4-year institutions and receive full credit for courses at SLCC.
5. Become ABET accredited.

Assessments:

1. Salt Lake Community College has an existing mechanism to follow its graduates into the workforce. Programs graduates will be tracked using this mechanism.
2. Salt Lake Community College will continue its relationship to WSU. Through this relationship the institution will ensure students receive credit for SLCC courses and also receive feedback in areas that WSU may feel requires improvement.
3. Salt Lake Community College has recruited three line managers from L-3 Communications to serve on a committee to develop curriculum. These individuals will advise on course content, equipment selection, and any areas of specialization required for L-3 employees.
4. ABET accreditation is a indication of rigor and quality of a program. Salt Lake Community College will seek ABET accreditation.
5. The proposed curriculum and planned expansion will prepare students to achieve skill certifications consistent with nationally recognized outcomes assessments (e.g., SME, ETA).

Expected Standards of Performance

The AAS degree program in Electronics Engineering Technology is designed to prepare students to enter the workforce with sufficient competency to operate, install, troubleshoot, repair, maintain and service electronic equipment and systems. The expected standards of performance include:

- Students will demonstrate proficiency in key electronics engineering technology areas including (a) standard electronics assembly techniques, (b) DC and AC electronics, (c) linear and digital circuit simulation, analysis and design, (d) microprocessors (e) communication systems (f) measurement techniques (g) electronics troubleshooting (h) competency for certification and licensure.
- Students will demonstrate appropriate technical reporting, writing and communication skills.
- Students will demonstrate proficiency in mathematics, especially trigonometry, appropriate for electronics engineering technology.
- Students will demonstrate proficiency in design, analysis, application and troubleshooting of electrical circuits, electronic instrumentation, and related equipment/devices.
- Students will demonstrate mastery of skills and protocols according to recognized standards and certifications.
- Students will master computer operation and structure.

Section V: Finance

Budget

Five-Year Budget Projection						
Departmental Data	Current Budget— Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel Expense						
Salaries and Wages	118,372	166,939	170,740	181,082	191,775	202,827
Benefits	80,525	112,378	121,949	133,073	145,220	158,487
Total Personnel Expense	198,897	279,317	292,689	314,156	336,994	361,314
Non-personnel Expense						
Travel						
Capital						
Library						
Current Expense	29,196	69,196	69,196	69,196	69,196	69,196
Total Non-personnel Expense	29,196	69,196	69,196	69,196	69,196	69,196
Total Expense (Personnel + Current)	\$228,093	\$348,513	\$361,885	\$383,352	\$406,190	\$430,510
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund	228,093	277,513	290,885	307,352	325,190	349,510
Other:						
Special Legislative Appropriation		71,000	71,000	71,000	71,000	71,000

Grants and Contracts				5,000	10,000	10,000
Special Fees/Differential Tuition						
Total Revenue	\$228,093	\$348,513	\$361,885	\$383,352	\$406,190	\$430,510
Difference						
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$119.73	\$172.11	\$164.12	\$164.88	\$162.15	\$164.00

Funding Sources

1. Legislative appropriation via Technology Initiative Advisory Board (Computer Science and Engineering Initiative funding)
 - a. \$ 71,000 ongoing
2. SLCC institutional matching funds
 - a. \$ 71,000 ongoing
3. Program enrollment growth
4. SLCC process for allocating Perkins funding
5. Additional funding will be sought from business and industry partners

Reallocation

Funding requests will be made and prioritized via SLCC's annual Informed Budget process.

Impact on Existing Budgets

Resources required for matching funds will come through internal reallocations as part of annual budget processes.

Section VI: Program Curriculum

All Program Courses

Program Courses for AAS

Course Prefix and Number	Title	Credit Hours
EE 1010	Basic Electronics	1
EET 1130	Digital Systems	4
EET 1140	AC and DC Circuits	4
EET 2110	Semiconductor Circuits	4
EET 2120	Power and Motors	4
EET 2140	Communications Systems	4
EET 2160	Troubleshooting	4

Course Prefix and Number	Title	Credit Hours
EET 2170	Industrial Controls	3
EDDT 2180	PC Board Design	3
ENGL 1010	Introduction to Writing	3
MATH 1050	College Algebra	4
MATH 1060	Trigonometry	3
MEEN 1050	Introduction to Mechanical Engineering	3
MEEN 2655	Mechanical Engineering Prac.	1
PHYS 1010	Conceptual Physics	3
CIS 1020	Computer Essentials	3
CIS 1030	Object Oriented Programming	3
Communication General Education Course (CM) requirement (Choose one only)		
COMM 1010	Elements of Effective Communication	3
Com 1020	Principles of Public Speaking	3
CTEL 1020	Career Speech Skills	3
Human Relations (HR) (Choose one only)		
COMM 2110	Interpersonal Communication	3
CTEL 1010	Leadership and Team Building	3
ENGL 1030	Writing in Professions	3
LE 1220	HR for Career Development	3
MKTG 1960	Professionalism in Business	3
Distribution Areas (Choose one only)		
Biological Sciences (BS)		3-4
Fine Arts (FA)		3-4
Humanities (HU)		3
Interdisciplinary (ID)		3
Social Sciences (SS)		3
Total Number of Credits		63 (minimum)

Program Courses for Certificate of Completion (CER C)

Required Course Prefix and Number	Title	Credit Hours
EE 1010	Basic Electronics	1
EET 1130	Digital Systems	4
MATH 1050	College Algebra	4
MATH 1060	Trigonometry	3
EET 1140	AC & DC Circuits	4
EET 2110	Semiconductor Circuits	4
PHYS 1010	Conceptual Physics	3
Communication (CM)	General Education course	3
Human Relations (HR)	General Education course	3
Elective Course Prefix and Number	Title	Credit Hours
EET 2120	Power and Motors	4
EET 2140	Communications Systems	4
EET 2160	Trouble Shooting	3

EET 2170	Industrial Controls	3
EDDT 2180	PC Board Design	3
MEEN 1050	Intro to Mechanical Engineering	3
MEEN 2655	Mechanical Engineering Prac	1
Required Courses		
	Sub-Total	29
Elective Courses (specify for CER C)		
	Sub-Total	3
Track/Options (if applicable)		
	Total Number of Credits	32

New Courses to Be Added in the Next Five Years

Semester 1	
Course Prefix and Number	Course Title
EET 1130	Digital Systems
Semester 2	
Course Prefix and Number	Course Title
EET 1140	AC and DC Circuits
EET 2110	Semiconductor Circuits
Semester 3	
Course Prefix and Number	Course Title
EET 2120	Power and Motors
EET 2140	Communications Systems
Semester 4	
Course Prefix and Number	Course Title
EET 2150	Embedded Controllers
EET 2160	Troubleshooting
EET 2170	Industrial Controls

Program Schedule

Sample Schedule for Certificate of Completion (CER C)

Fall		
Course Prefix and Number	Title	Credit Hours
Communication (CM) General Education Course		3
EE 1010	Basic Electronics	1
MATH 1050	College Algebra	4
EET 1130	Digital Systems	4
PHYS 1010	Conceptual Physics	3
	Total	15
Spring		
Course Prefix and Number	Title	Credit Hours
EET 1140	AC and DC Circuits	4
EET 2110	Semiconductor Circuits	4
MATH 1060	Trigonometry	3
Elective		3-4

Human Relations (HR) General Education Course	3
Total	17-18

Sample Schedule for AAS

Year 1 Fall		
Course Prefix and Number	Title	Credit Hours
EE 1010	Basic Electronics	1
EET 1130	Digital Systems	4
MATH 1050	College Algebra	4
PHYS 1010	Conceptual Physics	3
CIS 1020	Computer Essentials	3
Total		15
Year 1 Spring		
Course Prefix and Number	Title	Credit Hours
EET 1140	AC and DC Circuits	4
EDDT 2180	PC Board Design	3
MATH 1060	Trigonometry	3
ENGL 1010	Introduction to Writing	3
CIS 1030	Object Oriented Programming	3
Total		16
Year 2 Fall		
Course Prefix and Number	Title	Credit Hours
EET 2110	Semiconductor Circuits	4
EET 2120	Power and Motors	4
MEEN 1050	Introduction to Mechanical Engineering	3
MEEN 2655	Mechanical Engineering Prac.	1
Human Relations (HR) General Education Course		3
Total		15
Year 2 Spring		
Course Prefix and Number	Title	Credit Hours
EET 2140	Communications Systems	4
EET 2160	Trouble Shooting	3
EET 2170	Industrial Controls	3
Communication (CM) General Education Course		3
General Education Distribution Course		3
Total		17

Section VII: Faculty

The full-time tenure track faculty position will be hired during Summer, 2013. Current faculty at SLCC with expertise to support the proposed CER C and AAS programs are listed below.

School of Science, Mathematics and Engineering

Joel Clarkson, Instructor, Engineering Drafting and Manufacturing Technology

- BS 1999 Weber State University

- AAS 1997 Salt Lake Community College
- Industrial Experience
- 10 years machinist
- 9 years manufacturing engineer
- 8 years production engineer

Michael Stenquist, Instructor, Engineering Drafting and Manufacturing Technology

- BS 1997 Utah State University
- Industrial Experience
- 10 years designer
- 3 years senior engineer
- 10 years public education instructor

Allen Tanner, Instructor, Engineering Drafting and Manufacturing Technology

- MS 2003 University of Utah Physics
- BS 2002 University of Utah
- 10 years President of Terabit Inc.
- 15 years Vice President of Research and Development at Evans & Sutherland
- 5 years engineer
- 5 years public education instructor

Lee Brinton, Associate Professor of Engineering

- MS 1984 University of Utah Electrical Engineering
- BS 1983 University of Utah Electrical Engineering

School of Applied Technology

Gilbert Ulibarri, Associate Professor, Electronics

- MS 2000 Utah State University
- BSEET 1999 Weber State University
- Certifications
- ETA-Fiber Optics Installer-FOI
- Certified IPC Trainer: CIT-IPC-A-610E and IPC J-STD-E, IPC620B

Richard Hemingway, Assistant Professor, Electronics

- BSEE 1968 University of Utah
- Certifications
- Certified IPC Trainer: IPC 610, IPC/WHMA 620, IPC J-STD-001
- Electronics Technician Association (ETA) Certification Administrator

May 8, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

Issue

Regents' Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles, has become outdated with changes in classifications used by the Carnegie Foundation for the Advancement of Teaching (which provide the underlying structure for the policy) and Regent-approved changes to institutional names, missions and roles. The policy needs to be updated.

Background

The policy revision to R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles, updates the policy to reflect the current Carnegie classifications for the USHE institutions. Primary changes to R312 are:

- Updated Carnegie classification information for all the USHE institutions in sections 4.1., 4.2., 4.3., and 4.4.;
- Irrelevant language has been eliminated regarding institutional classifications excluding "Special Focus Institutions and Tribal Colleges;"
- Dixie State College's name has been changed to Dixie State University (per Regent approval on January 25, 2013) and its mission, as approved by the Dixie State University Board of Trustees on April 29, 2013, has been inserted into the policy for Regent approval;
- References to the "College of Eastern Utah" have been eliminated because branch campus locations are not included for any institutions;
- Specific Carnegie classification sub-category descriptions that can change over time and do not provide guidance for institutional classification in the USHE have been eliminated;
- Institutional mission statements have been moved to the newly renamed, "Institutional Classifications and Missions" in section 4 and deleted elsewhere in order to more easily locate similar information in the policy;
- Student admissions standards at the University of Utah have been updated in section 8.1. to reflect recent changes to its admissions process;
- Additional descriptive language has been added to section 6 as to when Utah State University fulfills the statewide role of open admission for associate's degree programs.

The proposed amendment to R312 is in compliance with Utah state statutes: Utah Code §53B-6-101, Master Plan for Higher Education.

Policy Issues

The Council of Presidents and institutional Chief Academic Officers have reviewed the proposed changes. No outstanding policy issues have been identified.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the revision of R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles, effective immediately.



David L. Buhler
Commissioner of Higher Education

DLB/EJH/CRW
Attachment

R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles¹

R312-1. Purpose: To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education (USHE); to configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah; and to maintain system integrity by defining institutional categories. The Regents will review institutional roles and missions at least every five years in light of the educational needs and resources in the State of Utah.

R312-2. References

- 2.1. Utah Code §53B-6-101, Master Plan for Higher Education
- 2.2. Policy and Procedures R301, Master Plan Executive Summary
- 2.3. Policy and Procedures R310, System-wide Vision and Mission Statement
- 2.4. Policy and Procedures R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.5. Policy and Procedures R485, Faculty Workload Guidelines

R312-3. Definitions

3.1. Classification: the general category within which an institution fits as approved by the Regents and based largely upon the Carnegie Center for the Advancement of Teaching classification system.

3.1.3.2. "Institutional Definition": definitions of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education (<http://www.carnegiefoundation.org>).

3.2.3.3. "Mission Statements": written statements of the general purposes and functions of various institutions approved by the Regents.

3.3.3.4. "Teaching Load": the institutional average teaching workload for full-time faculty at the various institutions.

3.4.3.5. "Land Grant Institution": an institution that may offer associate's degrees and fulfill a community college role in areas of need pursuant to Policy R315 through its extension services.

R312-4. Institutional Classifications and Missions

4.1. Doctorate-granting Universities: [(University of Utah (U of U), Utah State University (USU)] Doctorate-granting Universities generally include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). ~~This classification excludes Special Focus Institutions and Tribal Colleges.~~

¹ Approved on May 30, 2003, Amended May 29, 2009. Revisions approved by the Board of Regents on May 29, 2009, May 20, 2011, and September 16, 2011.

~~Doctorate-granting Universities are further classified by their research activity. The U of U is in the very-high research activity category and USU is in the high-research activity category.~~

~~4.1. — **Master's Universities:** (Weber State University (WSU), Southern Utah University (SUU), Utah Valley University (UVU)) Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year. Some institutions above the master's degree threshold are included among Baccalaureate Colleges, and some below the threshold are included among Master's Colleges and Universities. This classification excludes Special Focus Institutions and Tribal Colleges. Master's Colleges and Universities are further classified based on the number of programs offered. WSU is in the medium-programs category while SUU and UVU² are in the smaller programs category.~~

~~4.2. — **Baccalaureate Colleges:** (Dixie State College of Utah (DSC)) Baccalaureate Colleges generally include institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or 20 doctoral degrees per year. Some institutions above the master's degree threshold are also included. This classification excludes Special Focus Institutions and Tribal Colleges. Baccalaureate Colleges are further classified based on the level of degrees offered. DSC is in the Baccalaureate/Associate's College category.~~

~~4.3. — **Comprehensive Community Colleges:** (Snow College (Snow), College of Eastern Utah (CEU), Salt Lake Community College (SLCC)) Comprehensive Community Colleges (or Associate's Colleges) generally include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. This classification excludes institutions eligible for classification as Tribal Colleges or Special Focus Institutions. Associate's Colleges are further divided by the setting and size of the College. Snow and CEU are in the Public Rural-serving Medium category while SLCC is in the Public Urban-serving Multi-campus category.~~

R312-5. Missions and Mission Statements

5.1.4.1. Doctorate-granting University: The mission of a Doctorate-granting University is to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products.

5.1.4.1.1. University of Utah Mission Statement (2006): The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

²Utah Valley University was approved to offer master's degrees in 2008. They have not awarded 50 master's degrees but expect to do so in the next five years.

5.1.2.4.1.2. **Utah State University Mission Statement (2003):** The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

5.2.4.2. **Master's Colleges and Universities:** [Weber State University (WSU), Southern Utah University (SUU), Utah Valley University (UVU)]**Master's University:** Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year. Some institutions above the master's degree threshold are included among Baccalaureate Colleges, and some below the threshold are included among Master's Colleges and Universities. The mission of a Master's University is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

5.2.1.4.2.1. **Weber State University Mission Statement (2007):** Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

5.2.2.4.2.2. **Southern Utah University Mission Statement (2011):** Southern Utah University, as our founders envisioned, is a dynamic teaching and learning community inspired by its unique natural surroundings. As Utah's designated public liberal arts and sciences university, SUU engages students in a personalized and rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners.

5.2.3.4.2.3. **Utah Valley University Mission Statement (2007):** Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

5.3.4.3. **Baccalaureate Colleges and Universities:** [Dixie State University (DSU)]**Baccalaureate Colleges and Universities****Baccalaureate College:** The mission of a Baccalaureate College generally include institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or 20 doctoral degrees per year. Some institutions above the master's degree threshold are also included. The mission of a Baccalaureate College or University is to provide training and educational programs developed as a part of a dynamic continuum of opportunities that includes certificate, associate's degrees, baccalaureate degrees, and continuing education offerings responsive to a rapidly growing and divergent economic region. Emphasis is placed on teaching and training, scholarly, professional and creative efforts complementing its teaching and training role and community service. The institution contributes to the quality of life and economic development of the

community, the state, and the region. Student success is supported through developmental programs and services provided by a comprehensive community college.

4.3.1 Dixie State ~~University~~ College of Utah Mission Statement (201305): ~~Dixie State College of Utah strives to help students to define, shape and achieve educational and life goals. It is dedicated to providing personalized and excellent teaching in a learning environment where all students can become passionate about their individual educational endeavors. DSC is a publicly supported institution—authorized by the Utah State Board of Regents—with two independent tiers. DSC offers associate's degrees and certificate programs that meet the needs of students, the community and the state. The College also offers baccalaureate programs in high-demand areas and in core or foundational areas consistent with comprehensive four-year colleges. Dixie State College enhances its campus climate by promoting cultural and demographic diversity, and by inviting students to participate in its open-door, post-secondary educational programs. Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community.~~

5.4.4.4. Comprehensive Community or Associate's Colleges: ~~[Snow College (Snow), Salt Lake Community College (SLCC)] Comprehensive Community Colleges (or Associate's Colleges) generally include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees.;~~ The mission of a Comprehensive Community or Associate's College is to transmit knowledge and skills through transfer education at the associate of arts and associate of science degree level along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college. ~~Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services. WSU, UVU, and DSU also provide a comprehensive community college function to the state of Utah along with Snow, and SLCC.~~

5.4.1.4.4.1. Snow College Mission Statement (2011): Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

5.4.2. College of Eastern Utah Mission Statement (2006): ~~College of Eastern Utah is a comprehensive community college committed to the highest standards of instruction and learning. CEU prepares students through certification, degrees, and transfer programs and seeks to provide a complete campus experience for both traditional and non-traditional students. The college educates and assists students with their social, physical, intellectual, cultural, and emotional development. CEU strives to help instill the curiosity and skills necessary for a student to continue learning throughout life. The College is committed to respond to the educational needs of the communities it serves. CEU will work with senior state institutions to provide access for a limited number of on-campus Bachelor's degree programs.~~

5.4.3.4.4.2. **Salt Lake Community College Mission Statement (2006):** Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

~~R312-6. Comprehensive Community College Function: Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services. WSU, UVU, and DSC also provide a comprehensive community college function to the state of Utah along with Snow, CEU, and SLCC.~~

R312-7.R312-5. **Accreditation:** Regional and specialized accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role.

R312-8.R312-6. **Land Grant Institution:** When a land grant institution is acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. USU fulfills this role for the state of Utah in areas of need. The land grant designation makes USU responsible for statewide programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.

R312-9.R312-7. **Faculty**

9.1.7.1. **Criteria for Selection, Retention, and Advancement**

9.1.1.7.1.1. **Doctorate-granting UniversitiesUniversity:** Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

9.1.2.7.1.2. **Master's Colleges and UniversitiesUniversity:** Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

9.1.3.7.1.3. **Baccalaureate Colleges and UniversitiesCollege:** Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

9.1.4.7.1.4. **Comprehensive Community or Associate's CollegesCollege:** Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

9.2.7.2. **Educational Preparation**

9.2.1.7.2.1. **Doctorate-granting UniversitiesUniversity:** Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

9.2.2.7.2.2. **Master's Colleges and UniversitiesUniversity:** Regular full-time tenure-track faculty will have earned or be working toward the appropriate terminal degree for their field and

specialty. Faculty in career and technical education or professional fields also will have practical, related work experience.

9.2.3.7.2.3. **Baccalaureate Colleges and Universities****College:** Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.

9.2.4.7.2.4. **Comprehensive Community or Associate's Colleges****College:** Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

9.3.7.3. **Teaching Loads and Research Activities**

9.3.1.7.3.1. **Doctorate-granting Universities****University:** Average teaching loads are expected to be lower than that of faculty in Master's Universities reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

9.3.2.7.3.2. **Master's Colleges and Universities****University:** Average teaching loads are higher than those of faculty in Doctorate-granting Universities and somewhat lower than those of faculty in Baccalaureate Colleges. These teaching loads reflect Master's Universities having fewer graduate programs and less emphasis on research and scholarship than Doctorate-granting institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

9.3.3.7.3.3. **Baccalaureate Colleges and Universities****College:** Average teaching loads are higher than those of faculty in Master's Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.

9.3.4.7.3.4. **Comprehensive Community or Associate's Colleges****College:** Average teaching loads are somewhat higher than those of faculty in Baccalaureate Colleges, because faculty are not involved in upper-division and graduate-level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

R312-10.R312-8. **Student Admission**

10.1.8.1. **Doctorate-granting Universities****University:** Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors, among others. ~~Score data for first-year students indicate that~~ these institutions are selective in admissions.

10.2.8.2. **Master's Colleges and Universities****University:** Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors, among others.

~~10.3.8.3.~~ **Baccalaureate Colleges and Universities College:** All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open-admission. Students must meet admissions' criteria for upper-division courses and programs.

~~10.4.8.4.~~ **Comprehensive Community or Associate's Colleges College:** Comprehensive Community Colleges are open-admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

~~R312-11.~~R312-9. **Support Services**

~~11.1.9.1.~~ **Doctorate-granting Universities University:** These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

~~11.2.9.2.~~ **Master's Colleges and Universities University:** These institutions provide library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

~~11.3.9.3.~~ **Baccalaureate and Comprehensive Community or Associate's Colleges: These College: This institutions** provides library services, support services, equipment, and other resources to support lower-division programs in career and technical education, general education, baccalaureate programs, and the intellectual needs of students and faculty.

R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles¹

R312-1. Purpose: To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education (USHE); to configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah; and to maintain system integrity by defining institutional categories. The Regents will review institutional roles and missions at least every five years in light of the educational needs and resources in the State of Utah.

R312-2. References

- 2.1. Utah Code §53B-6-101, Master Plan for Higher Education
- 2.2. Policy and Procedures R301, Master Plan Executive Summary
- 2.3. Policy and Procedures R310, System-wide Vision and Mission Statement
- 2.4. Policy and Procedures R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.5. Policy and Procedures R485, Faculty Workload Guidelines

R312-3. Definitions

- 3.1. **Classification:** the general category within which an institution fits as approved by the Regents and based largely upon the Carnegie Center for the Advancement of Teaching classification system.
- 3.2. **"Institutional Definition":** definitions of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education (<http://www.carnegiefoundation.org>).
- 3.3. **"Mission Statements":** written statements of the general purposes and functions of various institutions approved by the Regents.
- 3.4. **"Teaching Load":** the institutional average teaching workload for full-time faculty at the various institutions.
- 3.5. **"Land Grant Institution":** an institution that may offer associate's degrees and fulfill a community college role in areas of need pursuant to Policy R315 through its extension services.

R312-4. Institutional Classifications and Missions

- 4.1. **4.1. Doctorate-granting Universities:** [University of Utah (U of U), Utah State University (USU)] Doctorate-granting Universities generally include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). The mission of a Doctorate-granting University is to discover, create, and

¹ Approved on May 30, 2003, Amended May 29, 2009. Revisions approved by the Board of Regents on May 29, 2009, May 20, 2011, and September 16, 2011.

transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products.

4.1.1. University of Utah Mission Statement (2006): The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

4.1.2. Utah State University Mission Statement (2003): The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

4.2. Master's Colleges and Universities: [Weber State University (WSU), Southern Utah University (SUU), Utah Valley University (UVU)] Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year. Some institutions above the master's degree threshold are included among Baccalaureate Colleges, and some below the threshold are included among Master's Colleges and Universities. The mission of a Master's University is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

4.2.1. Weber State University Mission Statement (2007): Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

4.2.2. Southern Utah University Mission Statement (2011): Southern Utah University, as our founders envisioned, is a dynamic teaching and learning community inspired by its unique natural surroundings. As Utah's designated public liberal arts and sciences university, SUU engages students in a personalized and rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners.

4.2.3. Utah Valley University Mission Statement (2007): Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

4.3. Baccalaureate Colleges and Universities: [Dixie State University (DSU)] Baccalaureate Colleges and Universities generally include institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or 20 doctoral degrees per year. Some institutions above the master's degree threshold are also included. The mission of a Baccalaureate College or University is to provide training and educational programs developed as a part of a dynamic continuum of opportunities that includes certificate, associate's degrees, baccalaureate degrees, and continuing education offerings responsive to a rapidly growing and divergent economic region. Emphasis is placed on teaching and training, scholarly, professional and creative efforts complementing its teaching and training role and community service. The institution contributes to the quality of life and economic development of the community, the state, and the region. Student success is supported through developmental programs and services provided by a comprehensive community college.

4.3.1. Dixie State University Mission Statement (2013): Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community.

4.4. Comprehensive Community or Associate's Colleges: [Snow College (Snow), Salt Lake Community College (SLCC)] Comprehensive Community Colleges (or Associate's Colleges) generally include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. The mission of a Comprehensive Community or Associate's College is to transmit knowledge and skills through transfer education at the associate of arts and associate of science degree level along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college. Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services. WSU, UVU, and DSU also provide a comprehensive community college function to the state of Utah along with Snow, and SLCC.

4.4.1. Snow College Mission Statement (2011): Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

4.4.2. Salt Lake Community College Mission Statement (2006): Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers.

R312-5. Accreditation: Regional and specialized accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role.

R312-6. Land Grant Institution: When a land grant institution is acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. USU fulfills this role for the state of Utah in areas of need. The land grant designation makes USU responsible for statewide programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.

R312-7. Faculty

7.1. Criteria for Selection, Retention, and Advancement

7.1.1. Doctorate-granting Universities: Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

7.1.2. Master's Colleges and Universities: Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

7.1.3. Baccalaureate Colleges and Universities: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

7.1.4. Comprehensive Community or Associate's Colleges: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

7.2. Educational Preparation

7.2.1. Doctorate-granting Universities: Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

7.2.2. Master's Colleges and Universities: Regular full-time tenure-track faculty will have earned or be working toward the appropriate terminal degree for their field and specialty. Faculty in career and technical education or professional fields also will have practical, related work experience.

7.2.3. Baccalaureate Colleges and Universities: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.

7.2.4. Comprehensive Community or Associate's Colleges: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

7.3. Teaching Loads and Research Activities

7.3.1. Doctorate-granting Universities: Average teaching loads are expected to be lower than that of faculty in Master's Universities reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

7.3.2. Master's Colleges and Universities: Average teaching loads are higher than those of faculty in Doctorate-granting Universities and somewhat lower than those of faculty in Baccalaureate Colleges. These teaching loads reflect Master's Universities having fewer graduate programs and less emphasis on research and scholarship than Doctorate-granting institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

7.3.3. Baccalaureate Colleges and Universities: Average teaching loads are higher than those of faculty in Master's Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.

7.3.4. Comprehensive Community or Associate's Colleges: Average teaching loads are somewhat higher than those of faculty in Baccalaureate Colleges, because faculty are not involved in upper-division and graduate-level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

R312-8. Student Admission

8.1. Doctorate-granting Universities: Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors, among others. these institutions are selective in admissions.

8.2. Master's Colleges and Universities: Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors, among others.

8.3. Baccalaureate Colleges and Universities: All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open-admission. Students must meet admissions' criteria for upper-division courses and programs.

8.4. Comprehensive Community or Associate's Colleges: Comprehensive Community Colleges are open-admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

R312-9. Support Services

9.1. Doctorate-granting Universities: These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

9.2. Master's Colleges and Universities: These institutions provide library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

9.3. Baccalaureate and Comprehensive Community or Associate's Colleges: These institutions provides library services, support services, equipment, and other resources to support lower-division programs in career and technical education, general education, baccalaureate programs, and the intellectual needs of students and faculty.

May 8, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: R161, Guidelines for Cooperation Between the State Board of Regents and the State Board of Education

Issue

R161, Guidelines for Cooperation between the State Board of Regents and the State Board of Education is was created prior to the creation of the Utah College of Applied Technology in 2011, when the Applied Technology Centers were under the governance of the State Board of Education.

Background

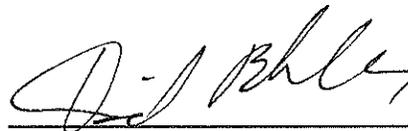
The applied technology structure and landscape in the state have changed significantly since R161, Guidelines for Cooperation Between the State Board of Regents and the State Board of Education, was last revised more than twenty years ago. Cooperation and the level of dialogue between the Board of Regents and the Board of Education have significantly increased over time including creation of the statewide K-16 Alliance, local K-16 Alliances, and the Governor's Commissioner on Education Excellence. Accordingly, the policy is obsolete and should be repealed.

Policy Issues

The Chief Academic Officers and Council of Presidents have considered the elimination of this policy and support doing so. There are no outstanding policy issues to address.

Commissioner's Recommendation

The Commissioner recommends the Regents eliminate R161, Guidelines for Cooperation Between the State Board of Regents and the State Board of Education, effective immediately.



David L. Buhler
Commissioner of Higher Education

DLB/EJH/CRW
Attachment

R161, Guidelines for Cooperation Between the State Board of Regents and the State Board of Education¹

R161-1. Purpose: To provide guidelines for cooperation between the State Board of Regents and the State Board of Education.

R161-2. References

- 2.1. Utah Code [§53B-1-103\(4\)](#) (Board Powers and Authority: State Board for Applied Technology Education)
- 2.2. Utah Code [§53B-6-103](#) (Cooperation with Nonmember Institutions Within the State)
- 2.3. Utah Code [§53A-1-501](#) (Joint Liaison Committee)
- 2.4. Utah Code [§53A-1-502](#) (Advisory Committee - Duties - Task Forces)
- 2.5. Policy and Procedures [R163](#), Joint Liaison Committee

R161-3. Recommended Guidelines

3.1. Appointment of ATC Directors: Applied Technology Center Directors should be appointed by and serve at the pleasure of the State Board for Applied Technology Education (as opposed to the local boards). This would improve the State Board for Applied Technology Education's control over the Applied Technology Centers and would parallel the practice by which the Regents appoint the institutional Presidents.

3.2. Recommendations to Establish ATCs: No recommendations for establishment or funding for new Applied Technology Centers or vocational technical institutions or facilities at any level will be made to the Legislature or Governor unless reviewed jointly by the State Board for Applied Technology Education and the State Board of Regents, or the State Board for Applied Technology Education and school districts (in the case of high school facilities).

3.3. Vocational Program Approval: The postsecondary Applied Technology Education program approval should be strengthened so that:

3.3.1. Role assignments, start-up, and termination of vocational programs require involvement and consultation of both boards as requested by the Joint Liaison Committee; and

3.3.2. The State Board of Regents makes program approvals much more rapidly.

3.4. Superintendent and Commissioner Dialogue: Mutual efforts should be made to increase dialogue between the Superintendent of Public Instruction and the Commissioner of Higher Education.

3.5. Boards Coordination: Coordination between the State Board of Education and the State Board of Regents should be increased by relying more heavily upon the Joint Liaison Committee. The Joint Liaison

¹ Approved January 19, 1982; amended February 16, 1982, April 20, 1982, and September 2, 1999.

Committee members should draft and seek approval of their respective board upon a memorandum of understanding to clarify the relationships of the State Board of Education and the State Board of Regents in matters of Applied Technology Education, including:

- 3.5.1. Policy, procedures, and use of Applied Technology Education division staff;
- 3.5.2. Program content, approval, termination, standards;
- 3.5.3. Financing;
- 3.5.4. Capital facilities; and
- 3.5.5. Adult and community education.

3.6. Performance Standards: The State Board for Applied Technology Education, in consultation with the State Board of Regents and local boards of education, should adopt performance standards for Applied Technology Education and withhold funding, over which it has jurisdiction, if standards are not met. (Standards should be practical, working standards, and not be forced upon districts and institutions without adequate input and understanding.)

3.7. Periodic Advisory Meetings: Linkages between the State Board for Applied Technology Education and industry should be improved by holding periodic advisory meetings between the State Board of Education, the State Board of Regents, and selected industrial leadership in consultation with the State Advisory Council on Applied Technology Education.

3.8. Vocational Credits: Pursuant to the State Board of Regents policies, institutions of higher education should honor and give full recognition to credit received for approved vocational course work in the same manner as credit for academic work is recognized.

3.9. State Applied Technology Education Staff: Central state Applied Technology Education staff ordinarily should not be funded for higher education; as a general rule, all Applied Technology Education staff should be a part of the Division of Applied Technology Education, State Office of Education. (Note: This does not restrict the Board of Regents in employing any staff it feels it needs.)

3.10. Regent Applied Technology Education Agenda: The State Board of Regents should continue to allocate time each month specifically to an agenda that includes items relevant to Applied Technology Education.

3.11. Federal Vocational Funds: Subject to consultation of the Joint Liaison Committee, the State Board for Applied Technology Education should not allocate federal vocational dollars to school districts and higher education institutions for programs which are not geared toward job training or job placement.

3.12. Legislative Recommendations: The State Board for Applied Technology Education, in consultation with the State Board of Regents, in those areas affecting postsecondary education, should prepare a separate legislative package for Applied Technology Education.

3.13. Structure of Board for Applied Technology Education: The State Board of Education should divide itself so that five members shall constitute a board for Applied Technology Education; a deputy state superintendent to be the executive officer; and the chairman of the SBE to be the chairman of the vocational committee.

May 8, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: R138, University Centers

Issue

Regents' Policy R138, University Centers, is out of date and no longer relevant as a policy.

Background

Since the time Regents' Policy R138, University Centers, was created, the university center landscape around the state has changed considerably. Specifically, the need for such centers has been greatly reduced and/or eliminated at the institutions and institutional cooperative efforts can be managed effectively without this policy.

Policy Issues

The Chief Academic Officers and Council of Presidents have considered the elimination of this policy and support it. There are no outstanding policy issues that have been identified.

Commissioner's Recommendation

The Commissioner recommends the Regents eliminate R138 University Centers, effective immediately.



David L. Buhler
Commissioner of Higher Education

DLB/EJH/CRW
Attachment

R138-1. Purpose: To provide for the delivery of selected high demand baccalaureate degree programs by USHE universities on community college campuses without altering the role and mission of the community college.

R138-2. References

- 2.1. Utah Code [Title 53B, Chapter 16](#), Part 1 (Institutional Courses of Study)
- 2.2. Policy and Procedures [R315](#), Service Areas for Off-Campus Courses and Programs
- 2.3. Policy and Procedures [R402](#), Program Additions or Changes Requiring Board Approval and Consent

R138-3. Policy

- 3.1. **University Centers on Community College Campuses:** University centers shall be operated at each of Utah's community colleges to provide baccalaureate level programs beyond existing university campuses.
- 3.2. **Focus on Students Unable to Relocate to a Four Year Campus:** University centers shall be designed primarily to serve those students who because of work, family, economic or other factors are unable to relocate to attend an established four-year institution to complete a baccalaureate degree.
- 3.3. **Programs Developed to Meet Regional Needs:** University center offerings will be developed in high demand fields based upon assessed regional student needs and market conditions. There shall be no expectation that a university center duplicate the full range of baccalaureate programs of a traditional four-year college or university.
- 3.4. **Responsibility of the Host Community College:** The host community college shall provide administrative, academic and student support services, and library support for programs at university centers. Community college facilities that are comparable in quality to the space used for its own academic programs will be used for teaching classes and for offices that may be required by university faculty and staff involved in the programs. Working in conjunction with the Commissioner's Office, the community college shall be responsible to verify regional needs which justify bringing bachelor's degree programs to the university center.
- 3.5. **Responsibility of the Delivering University:** The delivering university and its academic departments shall have responsibility to offer courses and programs, hiring, evaluating, and retaining faculty, evaluating course and program content and quality, and awarding credits and degrees, and augmenting academic and student support services and library resources as required to assure the program will be of high quality.
 - 3.5.1. **Quality Equal to Campus Programs:** The quality of instruction, access to technology, library, and learning resources, advisement, accreditation standards, and the value of degrees offered through a university center will equal those provided on the main campus of the delivering institution.

¹ Reported to the Board September 18, 1992, amended and approved December 11, 1998.

3.6. Funding of University Centers: Funding of university centers and university center programs that have been appropriated by the legislature for that purpose shall be managed as provided in 3.6.1 through 3.6.3. Funding for other programs that are operated by universities on community college campuses without the use of university center appropriations are exempted from these provisions and will be managed according to agreements negotiated between cooperating institutions.

3.6.1. Funding Allocations: State appropriations provided to fund administrative, and academic and student support services at university centers shall be allocated to the host community college and shall be included in the Education and General budget of the institution. Programmatic funds which are intended to pay the direct instructional costs of baccalaureate programs and state appropriations associated with enrollment growth in university center programs shall be assigned to the State Board of Regents for management by the Commissioner and distribution to the appropriate delivering university based on contractual agreements with host community colleges.

3.6.2. University Center Tuition and Fees: The delivering university will collect regular university tuition from University Center students. Regular university student fees will be waived and replaced with special "University Center Delivery Fees" of an equal amount. The university will rebate to the community college an amount equal to the regular community college student fees. The university will retain excess fees. Tuition and fees, and state appropriations distributed by the Commissioner's Office to the delivering university shall be combined with the contractual funds received from the community college to pay for instruction and other costs of the program.

3.6.3. Enrollments Budget Related: University center enrollments shall be reported by the university and classified as budget-related.

3.7. Contracts Between Host and Delivering Institutions: Contractual agreements providing for the delivering of university center programs will be negotiated between host community colleges and delivering universities and shall provide for:

3.7.1. Protection of the Accreditation Requirements of the Delivering University: The delivering university has the sole accreditation responsibility for the academic and fiscal elements of the instructional programs it offers. Contracts must provide sufficient control of financial resources, curriculum, and staffing to allow the university to satisfy these requirements.

3.7.2. The Length of Term of Contracts: Contracts shall be of sufficient duration to assure students that they will be able to complete the program of study, and for the university to attract and secure faculty with appropriate credentials to provide a high quality program.

3.7.3. Program Meets Student and Market Demands: Assurances to the community college that the program provided by the university is meeting the student and market demands that were verified.

3.7.4. Identification of Responsibilities: Identification of the responsibility to advertise and provide other information about the program, the facilities and equipment that will be provided by the community college, how library needs, provision of financial aid, and other needs will be met.

3.7.5. Changes in the Terms and Termination of Contracts: Changes in the terms of contracts shall require the approval of both institutions and the Commissioner's Office. Contracts may be terminated by either the host community college or the delivering university, but only after giving sufficient advance notice to assure that students may complete program requirements and

the resolution of other contractual issues that may be involved to the satisfaction of the Commissioner. Changes or termination of the contracts must be justified by evidence that the need for the program no longer exists, that the program is not meeting the needs of students, that the quality of the program is not adequate, that the support services or facilities provided by the community college were not adequate, or other similarly compelling factors.

3.8. Graduate Level Programs: Selected high demand graduate degree programs may be offered at university centers. However, the enrollment and funding agreements for university centers described in 3.6 and 3.7 shall not apply to graduate program offerings. Programmatic and budgetary arrangements for delivery of graduate degree programs at university centers shall be negotiated between cooperating institutions, with separate prior Regents approval.

3.9. Oversight of University Center Programs within a Reasonable Commuting Distance: All university center programs that are offered by delivering universities within reasonable commuting distance of the community college, shall be coordinated by the university center. All university center programs offered in the immediate city of a community college shall be provided in community college facilities to enhance continuity and avoid the duplication of facility costs.

(Possible exclusions might include: teacher education programs offered through contracts with local school districts, nursing programs based at local hospitals, programs offered at prisons or correctional institutions, university programs offered at Utah College of Applied Technology campuses, or whenever suitable space at the community college is not available).

3.10. Program Development and Approval: Colleges and universities are encouraged to cooperatively assess the needs and demands for university center programs in various regions of the state irrespective of traditional institutional geographic service areas. The intent is to increase cooperation, improve program quality, and foster inter-institutional agreements and relationships. After consultation with the Commissioner's Office, the institutions may proceed to develop the proposal in detail. Collaborative programs that result from these efforts will be subject to the same contractual and approval requirements as other university center programs.

3.10.1. Proposals Submitted Jointly—Factors Considered: All requests for degree programs at university centers shall be submitted jointly by the cooperating institutions to the Office of the Commissioner. All proposals shall be evaluated with respect to student need, market demand, enrollment expectations, projected costs, estimated tuition and fee revenues, proposed means of delivery, existing role and mission assignments, departmental strengths, expected impact on existing programs both at the delivering institution and at other institutions in the System, readiness of institutions to cooperate and provide needed programs and other relevant factors as determined by the Board.

3.10.2. Projected Program Longevity: Each proposal shall address the issue of program stability and provide a clear statement regarding the program's commitment to students, the expected program longevity, and whether the program should be considered "ongoing" or "revolving" (meaning that it may be offered in specific multi-year cycles, but suspended or discontinued when the expected market is saturated). Depending upon the nature of local market demands, programs may be recommended for approval with "ongoing" or "revolving" status.

3.10.3. Reassignment of University Center Funding: When the demand at a host community college for programs with revolving status has been met, the Commissioner's Office, based on recommendations from the Chief Academic Officers and the Council of Presidents, shall assess the need for university center programs in all areas of the state. If the Commissioner concludes

that a greater programmatic need exists at another location, it may be recommended to the Board that those funds should be reassigned to another university center.

3.10.4. Prior Regent Approval: All degree programs offered through university centers must receive prior approval from the Regents. Consistent with the provisions of R402, all proposals will be distributed for institutional review and comment and review of the Chief Academic Officers and Council of Presidents prior to the preparation of recommendations for Board action.

3.11. Student Financial Aid: Host community colleges and delivering universities are expected to work cooperatively, including entering into necessary financial aid agreements, to provide university center students with financial aid support that is comparable to that received by other students of the institutions involved.

May 8, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: CACG Collaborative Counselor Training Initiative

Background

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

1. To develop and deliver professional development events and resources for school counselors at secondary schools, as well as financial aid administrators, college admissions, recruitment staff, access and outreach personnel at institutions of higher education to improve knowledge and capacity to better assist them in their roles in working and increasing students and parents understanding of:
 - 1) Admission requirements and application deadlines and processes; 2) Financial aid and scholarship opportunities and procedures; 3) Academic and financial preparation to improve postsecondary success; 4) Activities such as tutoring/mentoring, and support instruments and models to assist students' in preparing for and succeeding in college.

To this end, USHE, in coordination with the University of Utah's Educational Psychology Department contracted with the Southern Regional Education Board's (SREB) *Go Alliance* to acquire and customize content of their Collaborative Counselor Training Initiative (CCTI) program for delivery in the two public pre-service school counselor programs at University of Utah and Utah State University. Last year a customization team was assembled with existing school counselors from around the state, in addition to program directors from University of Utah (U of U) and Utah State University (USU). Additionally, curriculum mapping teams were organized at the two institutions and preparations were made to deploy this new curriculum into their pre-service programs starting with 2012 cohorts.

Issue

In 2008-2010 a number of southern states decided to pool a portion of their CACG grants and enter into an interstate compact to improve counselor training. They found that out of the 466 graduate school counseling programs only 42 programs, less than 10 percent, offered training in college admission counseling. Together with the American School Counselor Association (ASCA) national model, content experts and working with a instructional design firm they developed the Collaborative Counselor Training Initiative. CCTI is a series of online modules designed to be used by school counselors so that they can

improve their effectiveness in preparing all students for college. The modules incorporate a learning community approach, which has proven effective for delivering online professional development for educators. Under this approach, school counselors participate in the online courses as a “cohort” — or group — and in structured online discussions with their colleagues monitored by their instructor. Each module includes: goals for learning, readings, exploration of resources for students, focused online discussion prompts, short videos of actual counselors demonstrating effective practices and a culminating project that enables counselors to demonstrate what they have learned during the module. There are four modules that including the following content areas:

- Role of the Counselor in Promoting Career and Academic Planning
- Creating a College-Going Mission
- Understanding and Working with Diverse Populations
- Communicating a College-Going Mission
- Engaging Students in Early Career Awareness and Planning
- Using Data to Guide Academic Planning
- College/Postsecondary Choice
- Assisting with the Financial Aid Process
- Preparing for College Admission Tests
- College Admissions: Application Process
- Creating a College-Going Culture in the Middle Grades

Implementation around the nation with CCTI has been primarily in the professional development arena for existing school counselors. Here in Utah we made the intentional decision to also pave the way and incorporate it into the pre-service training at our two USHE institutions that offer school counseling programs. To allow for program differences such as cohort size, method of delivery, and faculty preference, each institution has had flexibility in determining timelines and strategies for effectively infusing and aligning the CCTI modules to existing pre-service curriculum

University of Utah

At the U of U nine school counseling graduate students have completed all four modules of the CCTI curriculum and an additional six students completed modules 1 and 2 (3 and 4 will be completed in 2013). 14 incoming first-year students will experience the curriculum delivery plan in its final form (being delivered through four existing graduate courses) starting in August 2014.

In regard to outcome data, the U of U modules are now fully implemented. Feedback from students participating in the program has been mixed. Students completing all four modules were well informed of the requirements prior to CCTI implementation and have offered very favorable evaluations. Those in their first year of the program were not properly informed and had negative reactions to the curriculum at first. Subsequently, these students came to realize the potential benefits of having this additional training with respect to employment options.

Two students were hired as interim College and Career Readiness Specialists in Granite School District this spring as a result of their participation in this curriculum. A permanent full-time position (College and Career Readiness Specialist) has been posted in the district but it is not yet known whether any of the students from the CCTI course will be successful in securing this position.

The U of U was successful in gaining approval from the Faculty Senate, the Board of Trustees, and the Board of Regents for an emphasis titled School Counseling and College and Career Readiness that will be granted to all recipients of the Masters of Education in Educational Psychology.

Utah State University

In February 2013 the faculty of USU's School Counselor Education Program approved adoption of the CCTI curriculum and a faculty committee developed PSY 6610: College and Career Readiness for School Counselors to be offered to pre-service and in-service school counselors. The 3 credit course is available for enrollment by Utah's in-service school counselors via an on-line format beginning summer 2013 and will be offered each semester from now on at USU. The course is required for USU's pre-service school counselors. In this transition year in the pre-service program, the curriculum is being incorporated through a hybrid course, PSY 6810: Consultation and College and Career Readiness, which will be taken by 47 students summer 2013. PSY 6610 is now on the Program of Study for USU students who began the program beginning 2012 and will be required beginning summer 2014, when it is anticipated that 29 students will be enrolled.

Three USU faculty members have completed the SREB facilitator training. Two of these faculty members will be teaching the College and Career Readiness (CCR) courses. One teaching assistant completed the course and has assisted in with development of the CCR courses, presentations and promotion. Forty-seven students at USU will have completed the hybrid CCTI course by August 7, 2013.

The objective to administer pre and post surveys to evaluate the level of change in students' knowledge is underway. Pre- and post-measures are being developed and will be given to students in the summer 2013 course.

USU has explored the possibility of having an emphasis in College and Career Readiness on student transcripts. Code does not allow graduate student programs to offer emphases. Therefore, student transcripts for 2014 will show that graduates have earned an MEd with specialization in school counseling and have taken a 3 credit course entitled Consultation and College and Career Readiness. A proposal to re-name the specialization under the MEd to School Counseling and College and Career Readiness will be submitted through USU Board of Trustees and Board of Regents approval process for designation on transcripts for 2014 program graduates.

Next Steps

The U of U hopes to work more closely in the coming year with SREB to pilot additional outcome data through post-course assessment. It is also planned to conduct a six month follow-up survey of all CCTI course participants who graduate from the program to determine the extent to which they believe they have skills in the competencies promoted in the CCTI curriculum relative to their peers.

Although the goal to conduct a marketing campaign in cooperation with the Utah State Office of Education was not completely met, a new continuing education course College and Career Readiness for School Counselors that was approved by the U of U College of Education Curriculum Committee and will be offered for credit to in-service school counselors this summer.

USU is working to operationalize several planks of a process designed to incorporate the CCTI college and career readiness curriculum more broadly across Utah to higher numbers of in-service school counselors and to other professionals (i.e., K-12 administrators, financial aid administrators, college admissions, recruitment staff, access and outreach personnel at institutions of higher education, homeless youth liaisons) who are also focused on increasing postsecondary educational involvement. Objectives include:

- Develop an additional course in CCR at USU designed for professionals in fields other than school counseling. Projected date: Summer 2014.
- Develop a workshop format for the CCR course which can be offered as an intensive 3 – 4 day summer workshop at USU. Projected date: Summer 2014.
- Identify funding sources to support scholarship awards for in-service school counselors to enroll in PSY 6610 – College and Career Readiness for School Counselors (3 credits online). As school counselors have cited paying tuition for a 3 credit online course as a road block for enrolling in the course.
- Explore options for developing a course in CCR that can be offered for an enrollment fee only.
- Continue to update the modules to reflect new resources or changes to existing CCR resources in the state of Utah.
- Continue to fine-tune the curriculum for USU's online course for in-service school counselors and the traditional course for pre-service students.

Program Directors and faculty members from the U of U and USU will continue to advance understanding of the CCTI curriculum for both in-service and pre-service counselor through promotional activities and via presentations at local and regional conferences.

Program Directors from the U of U and USU will attend the SREB CCTI annual meeting in November 2013 in Atlanta and a representative from the state of Utah will also participate in national revisions committee for modules 1, 2, and 3.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachment



SREB **GO** Alliance

Collaborative Counselor Training Initiative (CCTI)

State-Specific Counselor Training Modules: States participating in the CCTI contracted with a leading instructional design firm (Education Development Center) to create online training modules for middle grades and high school counselors that can improve their effectiveness in preparing *a//* students for college — especially those from low-income families who would be first-generation college students.



The states in the collaborative now are making the modules available to all states that wish to purchase a license, at a cost substantially less than the original development cost. The modules can be customized for any state joining CCTI.



Target Audience: The modules are designed for middle grades and high school counselors and postsecondary student services professionals, including college admissions counselors and financial aid advisors. States can also use the modules for professional development of school principals and teachers who serve as advisors.

Flexibility to Meet State Needs: The modules are designed for online delivery, either as three distinct modules for professional development credit or as a complete course for certificate endorsement or academic credit. States also can use a subset of the modules for optional one- or two-day, face-to-face professional development workshops.

Content can be customized with specific information about going to college in a particular state, including state-specific graduation requirements, postsecondary institutions, college planning tools and resources, and scholarships.

High-Quality Content: In addition to instructional design by EDC, the materials were designed and developed by a team of leading counseling faculty from postsecondary institutions, practicing middle grades and high school counselors (including the ASCA National Counselor of the Year), curriculum specialists and other content experts.

Facilitator Training and Support: Included in the cost for a license to customize and use the materials is a contract with EDC to train four facilitators in that state to teach the course or individual modules. Facilitators will be trained with other facilitators in the region in an online class that covers both the content and pedagogy.

The class will include an online orientation during the first session with:

- an overview of the online environment
- an overview of the module series
- strategies for building an online learning community
- effective online facilitation techniques
- an overview of course management tools
- assessment techniques for online courses, and
- training to support counselors in preparing the final module project.



In addition, EDC will maintain a Web site for facilitators to provide them with support and information about the course and connect them with other course facilitators across the region.

Course Management Systems: The modules can be delivered in any course management system, including Moodle, Desire2Learn and Blackboard.

Praise for *Strategies for School Counselors in Career and Academic Counseling*

"I am blown away by the quality and quantity of materials. The resources are absolutely excellent! I appreciated the attention to multiple learning styles. These modules are a wonderful resource for counselor preparation! THANK YOU!"
~ *College professor*

"I especially like the way the Action Plans tie everything together. They provide the school counselor with a 'how-to' way to meet the unique characteristics and needs of their student population." ~ *College Professor*



"I was pleased to see the depth of the materials. The comprehensive nature of the course is wonderful. I am already using the [resources] on students who are college-capable but do not enroll. My ideas are budding all over the place and I find myself energized by the course. Thank you!" ~ *College Professor*

"I am very impressed with all aspects of the course layout and design! I particularly like the fact that the class is designed to accommodate various learning styles. The course seems to have something for everyone!" ~ *Professional Development Instructor*

"What struck me the most ... was the extent of the content. I was pleased to see how comprehensive and multidimensional it is. I believe this course should be a requirement in counselor education programs!" ~ *Counselor*

"Remarkably coherent, seamless, easy to understand and follow" ~ *Professional Development Instructor*

"Helps school counselors and higher education enrollment professionals work more productively together."
~ *Professional Development Instructor*

"Even students whose parents went to college can benefit—systems have changed dramatically in 20 years."
~ *Professional Development Instructor*

Course Description: *Strategies for School Counselors in Career and Academic Counseling*

The modules incorporate a learning community approach, which has proven effective for delivering online professional development for educators. Under this approach, school counselors participate in the online courses as a “cohort” — or group — and in structured online discussions with their colleagues and the instructor during each of the online module sessions.

Each module includes:

- goals for learning
- online readings
- explorations of online resources for students, such as test preparation, scholarships and interactive college-choice Web sites
- practical online or off-line activities, including building a bank of resources to assist students with career or college choices
- focused online discussion prompts to guide each session’s discussions with other counselors
- short videos of actual counselors demonstrating effective practices
- a culminating project that enables counselors to demonstrate what they have learned during the module, and
- resources counselors can incorporate into their work with students immediately.



All modules require discussion and participation; they each include a pre- and post-assessment to gauge what counselors have learned. In addition, when the modules are taught as an academic course, they may culminate in a final project.

Module One

Session One: Role of the Counselor in Promoting Career and Academic Planning

This session focuses on the role of the counselor in assessing postsecondary career and academic options, as well as the importance of postsecondary advisement, and guides counselors to understand the diverse school populations with whom they work.

Session Two: Creating a College-Going Mission

This session discusses the importance of the school counselor as an advocate for improving student achievement and creating a “college-going” mission in the school.

Session Three: Understanding and Working with Diverse Populations

This session builds self-awareness and cultural understanding by helping counselors develop approaches for working with diverse groups of students to attain educational and postsecondary goals.

Session Four: Communicating a College-Going Mission

This session addresses communicating with diverse populations to develop a “college-going” mission and belief in their participation in college or other postsecondary experience.

Module Two

Session Five: Engaging Students in Early Career Awareness and Planning

This session examines the importance of students' early career awareness and planning, as well as strategies counselors can use to engage students during the middle grades or earlier. Participants will review the 16 National Career Clusters and read about how to organize a career fair in their schools.

Session Six: Using Data to Guide Academic Planning: Part I

This session explores the importance of using data to guide students and parents in course selections and to align courses with career interests and planning. It also emphasizes the importance of encouraging the selection of courses that are rigorous.

Session Seven: Academic Planning: Part II

In this session, participants focus on using data to monitor the progress of struggling students and to plan interventions. Participants also practice strategies to help students and parents understand the impact of each course grade on the GPA.

Session Eight: College/Postsecondary Choice

This session focuses on helping students and parents make choices for postsecondary education and find the right fit among many options in academics, size, cost, location, school culture/atmosphere and diversity.

Module Three

Session Nine: Guiding Parents and Students Through the Complexities of Financial Aid

This session unravels the complexities of financial aid, including terminology, strategies to help parents and students understand the total cost of college or postsecondary education, and best sources of financial assistance for a particular situation, including grants, loans and scholarships.

Session 10: Assisting with the Financial Aid Process

In this session, participants learn the process parents and students need to follow to complete the FAFSA, what information they will need, what financial aid terminology means, and what types of aid they can receive based on the FAFSA.

Session 11: Preparing for College Admission Tests

In this session, participants plan ways to help students prepare for college admissions tests. This session also addresses fees and waivers, test-taking strategies and practice tests, and helping parents and students understand what scores mean.

Session 12: College Admissions: Application Process

This session focuses on ways counselors can assist students in completing the application process for the postsecondary schools they have selected.



About the Collaborative: CCTI is funded by grants made to the individual states by the U.S. Department of Education's College Access Challenge Grant program, which aims to increase the number of students from low-income families who prepare for, apply to and succeed in postsecondary education. Participating agencies include the Alabama Department of Education, the Delaware Higher Education Commission, the Board of Regents of the University System of Georgia, Mississippi Institutions of Higher Learning, the South Carolina Commission on Higher Education, and the Tennessee Higher Education Commission. The collaborative is coordinated by the Go *Alliance* of the Southern Regional Education Board (SREB). For more information, contact Alice Anne Bailey at 770-819-4112 or Joan Lord 404-875-9211; or visit www.goallianceonline.org.



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May 8, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: StepUp Spring College Nights

Background

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

1. To provide information to students and families on postsecondary education: benefits, opportunities, planning, financing options (including activities associated with financial literacy), FAFSA completion, and outreach activities for students who may be at risk of not enrolling in or completing college.

To this end, the Outreach and Access Department in the Office of the Commissioner, in partnership with the Utah Council, implemented and coordinated the StepUp to Higher Education Spring College Nights geared towards supporting the 66 percent goal and Utah's CACG objectives *to significantly increase the number of low-income and underrepresented students who are prepared to enter and succeed in postsecondary education.*

Issue

This is the third year of this type of programming, but the first year for the Office of the Commissioner to provide sole leadership. The purpose of these events was to target 9-11th graders and provide timely information on preparing for and paying for college, while offering participants an opportunity to visit a college campus. These events were held March 20-27 at four of our USHE institutions, and all eight USHE institutions and the three private not-for-profit institutions were represented with a booth. The evening began with a StepUp to Higher Education presentation which discussed the benefits of obtaining a postsecondary degree. A Financial Aid 101 presentation followed, which was given twice throughout the evening to allow attendees an opportunity to engage with institutional representatives. Additionally, each host institution's financial aid office had a booth, and the Utah Education Savings Plan and UHEAA were also represented.

Feedback and Follow-up

We received 435 evaluation responses, which is a response rate of 46.7% of our 930 total attendees. The evaluation was available in hard copy at the events and those who completed the survey were entered into

a prize drawing for college and university giveaways provided by each of the institutions. Of the respondents:

- 41.4 % are parents; 58.6% are students.
- 6.4% of the student participants are in grades below 9th grade; 13.2% are in 9th grade; 22.8% are in 10th grade; 51.2% in 11th grade and 6.4% in 12th grade.
- 28.5% noted by coming to this event it was their first time on a college campus.
- 78.5% heard about the event through our targeted postcard mailing; followed by 20.4% receiving information from their counselor; 5.5% from Facebook and Twitter and 5.2% from the StepUtah.com website.
- 99.3% believed participation in the event improved their understanding on how to prepare for college; 98.4% agreed that the event improved their understanding on how to apply to one of Utah's colleges and universities; and 97.7% improved their understanding on how to finance postsecondary education.
- 75% responded that meeting with the college representatives was the most valuable resource of the event; followed by the Paying for College Presentation at 22.6 % and meeting with a financial aid representative at 22.1%.

In comparison to last year's attendance the numbers grew by over 150 attendees, even with one less event. Furthermore, from the surveyed respondents it appears we met our goals of reaching our 9-11th grade target audience, and increasing awareness about preparing, applying and paying for college. It is also positive that our events encouraged at least 67 people that may have not otherwise done so to visit a college campus. Each student participant received a follow-up email directing them to grade checklists on the StepUp website. Additionally, each participating institution received the names and contact information of each participant so that they could be added to their inquiry database and followed up on appropriately based on grade level and interests.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachment

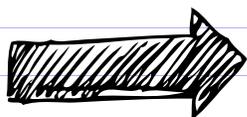


Stepping Up to College

Thank you for attending our event; learn how you and your family can Step Up to Higher Education. Representatives are here to answer all your questions about paying for and applying to college as well as give information about Utah's higher education choices. On the next page are some helpful questions to use as conversation starters when visiting with them.

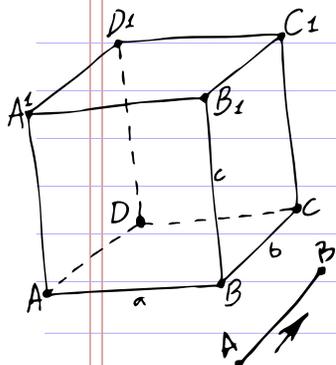


Wednesday, March 20 6:00-8:00 pm	Monday, March 25 6:00-8:00 pm	Tuesday, March 26 6:00-8:00 pm	Wednesday, March 27 6:00-8:00 pm
Weber State University Ogden, UT	Salt Lake Community College Taylorsville, UT	Dixie State University St. George, UT	Utah Valley University Orem, UT



Tonight's Program

- 6:00-7:45 pm: Registration and Check-In
- 6:00-8:00 pm: College representatives available
- 6:00-6:15 pm: Welcome: StepUp Presentation
- 6:30-6:50 pm: "Paying for College" Presentation
- 7:15-7:35 pm: "Paying for College" Presentation



Fill out our quick survey to be entered to win prizes in multiple drawings held throughout the night!



Brigham Young University
801-422-5000
www.b4byu.edu

Dixie State University
435-652-7590
www.dixie.edu

LDS Business College
801-524-8145
www.ldsbc.edu

Salt Lake Community College
801-957-4111
www.slcc.edu

Snow College
800-848-3399
www.snow.edu

Southern Utah University
435-586-7700
www.suu.edu

University of Utah
801-581-7200
www.utah.edu

Utah College of Applied Tech
801-955-2170
www.ucat.edu

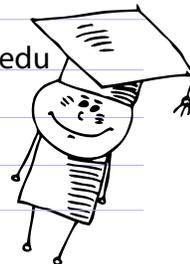
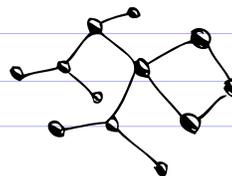
Utah State University
800-488-8108
www.usu.edu

Utah State University Eastern
800-366-2381
www.eastern.usu.edu

Utah Valley University
801-863-8811
www.uvu.edu

Weber State University
801-626-6050
www.getintoweber.edu

Westminster College
800-748-4753
www.westminstercollege.edu

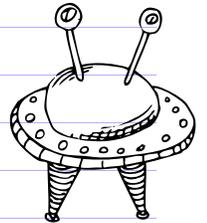




Preparing for College:



- * What courses do I need to take in high school to be ready to attend your school?
- * Which elective courses do you recommend?
- * What activities can I do at home and over the summer to get ready for college?
- * Do you have any college planning sessions or workshops scheduled?
- * What about college fairs?
- * Do you have any information to help me start exploring careers?
- * What are your admission requirements? Do you have a minimum GPA or ACT score requirement?
- * What is your application process? When is the deadline?
- * How much is the application fee? Do you offer fee waivers?



Paying for College:

- * What financial aid options are available? Does the school offer need-based and merit-based aid?
- * How do I apply for financial aid? When are the deadlines?
- * How do I apply for scholarships? When are the deadlines?
- * What scholarship opportunities are available? Do you have a scholarship resource center?



About the College or University:

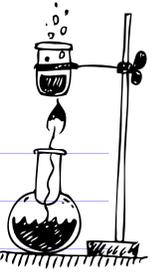
- * What type of college or university is your school? 2-year or 4-year?
- * What degrees do you offer? Certificate, associate, bachelor and/or master's?
- * What majors are available? (Ask about any majors you are considering)
- * Are there specific requirements for being admitted into particular majors?
- * How many students attend your campus? Do you have multiple campuses?
- * How much is full-time tuition per year or semester? What is the average total cost of attendance for one year including tuition, fees, books and supplies, room and board, and other personal expenses?
- * Do you have on-campus housing? What is the cost? Availability?
- * What is the makeup of your student body? Male-to-female ratio, diversity, etc.
- * What is your professor-to-student ratio? What is the average class size?
- * In my first 2 years will I take many large lecture courses? How large are they?
- * What types of campus jobs are available? How and when do I apply?
- * What options do you have to visit campus? How can I sign up for a tour?



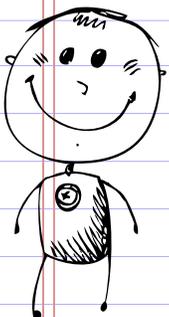
More tips and resources on preparing for college at
www.StepUpUtah.com



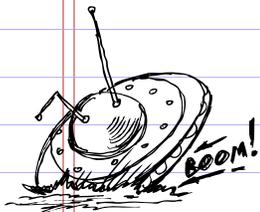
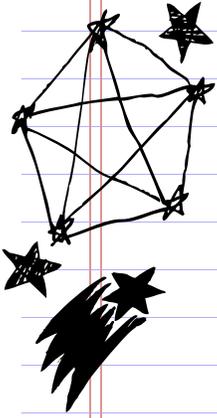
Notes:



I Love science



Notes:

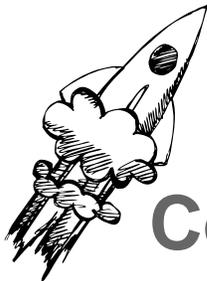


www.StepUpUtah.com



For more tips on preparing for, paying for, and applying to college visit our website!





College Night Exit Survey



1. Are you a:	<input type="checkbox"/> Parent OR <input type="checkbox"/> Student				
If student, please specify what grade:	<input type="checkbox"/> Junior High (grade 7 or 8)	<input type="checkbox"/> 9 th grade	<input type="checkbox"/> 10 th grade	<input type="checkbox"/> 11 th grade	<input type="checkbox"/> 12 th grade
2. Is this your first visit to a college campus?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
3. How did you hear about this event? (please mark all that apply)	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> </div> <div style="width: 80%;"> <input type="checkbox"/> Post Card <input type="checkbox"/> College or University Rep. <input type="checkbox"/> Newspaper Ad. <input type="checkbox"/> High School Teacher or Counselor <input type="checkbox"/> Step Up website <input type="checkbox"/> Social Media (Facebook, Twitter, etc.) <input type="checkbox"/> Other (please specify) _____ </div> </div>				
4. Which other college campus would you be interested in visiting for a similar open house? _____					

	Not at all	Some	Quite a bit	A great amount
5. How much did tonight's event improve your understanding of how to prepare yourself/your student for college?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. How much did tonight's event improve your understanding of how you/your child can apply and attend one of Utah's colleges or universities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. How much did tonight's event improve your understanding of how to finance your/your student's college education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. What was the most helpful resource at this event?	<input type="checkbox"/> College Representatives <input type="checkbox"/> Financial Aid Representatives <input type="checkbox"/> Step Up Presentation <input type="checkbox"/> Paying for College Presentation <input type="checkbox"/> Campus Visit <input type="checkbox"/> Other _____
--	---

9. What could we do to improve this open house event? _____

10. Please share any additional comments. _____





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

Phone 801.321.7101
 Fax 801.321.7199
 TDD 801.321.7130
 www.higheredutah.org

May 8, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: College Access Challenge Grant Annual Report

Background

The Board of Regents was originally designated in 2008 by Governor Huntsman and then again in 2010 by Governor Herbert, as the state agency to apply and receive the College Access Challenge Grant Program (CACG) from the U.S. Department of Education. The CACG is a formula grant and was created and funded as part of the College Cost Reduction and Access Act of 2007, and was extended in 2009 through the Healthcare and Education Affordability Reconciliation Act with the purpose of helping low-income students and families learn about, prepare for, and finance postsecondary education. The program at the federal level received an appropriation of \$150 million for fiscal years (FY) 2010-2014. The Office of the Commissioner reports and applies annually and their proposal was approved in August 2012 for fiscal year 2013, and thus Utah received \$1.5 million dollars of these federal funds. The grant is under the direction of Melissa Miller Kincart, Assistant Commissioner for Outreach and Access, with management support from Maria Martinez, CACG Grant Manager and Stephen Rogers, Outreach Manager for UHEAA.

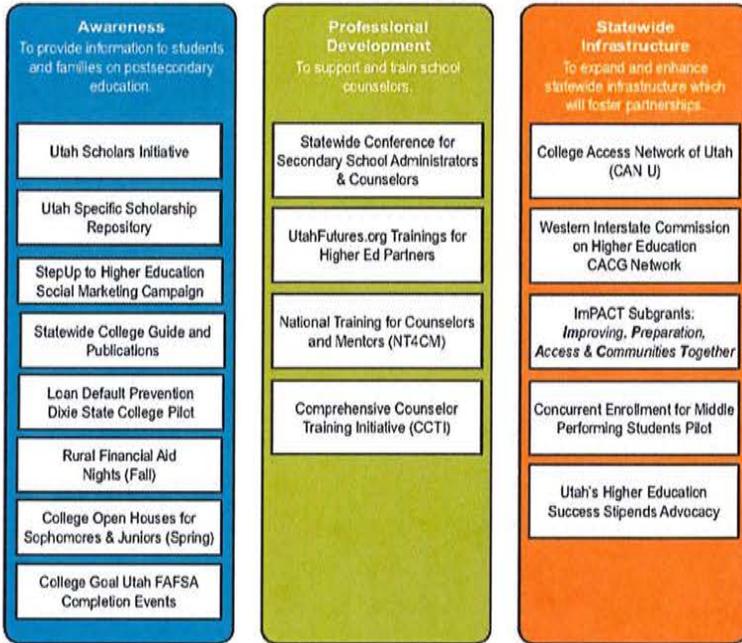
As outlined in the grant proposal the Office of the Commissioner of Higher Education, UHEAA, and our college, university, and K-12 partners are pursuing the following three objectives:

1. To provide information to students and families on postsecondary education: benefits, opportunities, planning, financing options (including activities associated with financial literacy), FAFSA completion, and outreach activities for students who may be at risk of not enrolling in or completing college.
2. To develop and deliver professional development events and resources for school counselors at secondary schools, as well as financial aid administrators, college admissions, recruitment staff, access and outreach personnel at institutions of higher education to improve knowledge and capacity to better assist them in their roles in working and increasing students and parents understanding of:
 - 1) Admission requirements and application deadlines and processes; 2) Financial aid and scholarship opportunities and procedures; 3) Academic and financial preparation to improve postsecondary success; 4) Activities such as tutoring/mentoring, and support instruments and models to assist students' in preparing for and succeeding in college.

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

Issue

Utah's CACG 2012-2013



The College Access Challenge Grant (CACG) has assisted the Utah State Board of Regents, the Office of the Commissioner of Higher Education, and the Utah System of Higher Education (USHE) in moving forward on 17 coordinated initiatives aimed at increasing the number of low-income and underrepresented students who are prepared to enter and succeed in postsecondary education. We have made substantial progress in implementing the goals and activities outlined in our grant proposal. This federal grant has been instrumental in helping us maintain capacity and momentum toward increasing academic and

financial preparation so more Utah citizens might more fully participate in postsecondary education. As a result of our centralized programming services and those provided by our subgrantees, we reached **347,132 Utah students, 652 school counselors, 57 financial aid administrators, and 180 college admissions and access staff** throughout the 2012-2013 reporting period.

CACG 2011-2012 Program Highlights

Awareness

- **Social Marketing Campaign**

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

Target Audiences: 12 years of age and under: *Encourage the Dream*; Youth 12 and over: *Inspire to Act*; and parents, families, mentors and educators: *Support the Journey*.

Strategies and Grassroots Efforts:

- Enhanced the homepage, and added a rotating banner as well as expanded webpages aimed at kids.
 - StepUpUtah.com visitors is **up 38% over last year and visit duration increased by 11.3%, average monthly visitors is about 1300.**
 - Over the past two months we launched a Facebook campaign asking “friends” to show us how they are stepping up to higher education which entered them into a drawing to win \$100 worth of Zagg products—we have increased **our “likes” by 67% and 171 people are “talking about” our page** up from 11 when it was launched.
 - This year we partnered with KJZZ to reach our target audiences through their high school football coverage and onsite events. **We reached 149,000 people through TV viewership and an additional 15,000 stadium viewers with our halftime activities.**
 - Additionally, this year we developed a number of StepUp collateral items. These include: a parent brochure both in English and Spanish; Spanish conversation cards; elementary school outreach items (posters, fortune teller and word games, coloring sheets, standees); and revamped the annual college guide to have a teen magazine feel.
 - Through our outreach efforts we **distributed 79,875 college guides throughout the state** and rolled out the StepUp **counselor toolkits, distributing 460 kits** to all high schools in the state, the Utah Scholars partner junior high and middle schools, ImPACT subgrantees, education access groups, Title I elementary schools and other community partners.
 - Further, our StepUp presentations and additional outreach--most notably the keynote address at the USOE Counselor Conference, KSL's Chalk Art Festival, Granite District principal meeting, United Way's Women's Conference, and statewide Superintendent, ACT, and Concurrent Enrollment meetings--we reached an additional **1480 educators and families.**
- **Regional Scholarship and Financial Aid Nights, FAFSA Completion and Financial Aid Training, Borrow Wisely Default Prevention Program, and UtahFutures.org Training**
Over the past four years, as a result of our partnership with UHEAA and their outreach team, we have extended our reach and increased awareness to students and parents about how to plan, pay, and utilize resources to attend postsecondary. They facilitated **99 events** in addition to their work at various community fairs around the state.
 - **18 Regional Scholarship & Financial Aid Nights** with 3,555 attendees
 - **47 FAFSA Completion Events** with over 1,381 total attendees
 - **10 FAFSA Boot Camps** with 167 counselor attendees
 - **12 National Training for Counselor and Mentors** on financial aid with 392 attendees.
 - Launched Borrow Wisely Campaign with 3 institutions (Salt Lake Community College, Dixie State University, and Idaho State University) – **69,041 emails sent and 29,137 texts**
 - **12 UtahFutures.org trainings** for 392 counselors

- **StepUp Spring College Nights**

The purpose of these events was to target 9-11th graders and provide timely information on preparing for and paying for college, while offering participants an opportunity to visit a college campus. These events were held March 20-27 and **930 students, family members and institutional representatives** attended at four of our USHE institutions. All eight USHE institutions and the three private not-for-profit institutions were represented with a booth.

- **Utah Scholars Initiative (USI)**

In March 2006 Utah began to pilot the USI program in four school districts (Granite, Jordan, Park City, and Provo). Currently, the Utah Scholars Initiative works with 12 local districts informing teachers, parents, counselors and students about the importance of academic preparation. USI brings business, community, and higher education leaders into Utah middle and junior high school classrooms where they discuss with students the benefits of working hard in high school and continuing their educational training beyond high school graduation.

The Utah Scholars Initiative is coordinated through the Outreach and Access department in the Utah System of Higher Education and operates under three main goals:

- Help students, particularly minority and disadvantaged students, understand the academic preparation needed to succeed in postsecondary education and the workforce.
- Increase the numbers of Utahns joining the workforce and contributing to the economic prosperity of the state.
- Provide business and community leaders the opportunity to interact with students and schools in a meaningful way and effect positive change.

During the 2012-2013 academic year **726 presentations**, were given by **120** business and community volunteers in **12 districts**, reaching approximately **25,194 8th graders**. Additionally we have nine **businesses** that are intentionally partnering with one of our participating schools, this is up from 4 partner businesses last year.

Professional Development for Counselors

- **USHE Secondary School Administrator and Counselor Conference**

One of the crowning events was the delivery of our fourth annual conference for secondary school administrators and counselors, College=What?, on September 21, 2012. We brought together over **480 counselors, administrators and college/university representatives** for a day of networking, **27 workshops** on topics such as institution updates, UtahFutures.org training, access and outreach program information, and tools and resources on how to encourage students to think beyond high school. This event continues to grow in popularity. We exceeded our expectations with **90 percent of survey respondents** (over half of attendees) agreeing that the conference prepared them to better help students and families prepare for college.

- **Collaborative Counselor Training Initiative (CCTI)**

CCTI is a series of online modules designed to be used by school counselors to improve their effectiveness in preparing all students for college. At the University of Utah (U of U) **nine school counseling graduate students** have completed all four modules of the CCTI curriculum and an additional six students completed modules 1 and 2 (3 and 4 will be completed in 2013). Fourteen incoming first-year students will experience the curriculum delivery plan in its final form (being

delivered through four existing graduate courses) starting in August 2014. Additionally, the U of U was successful in gaining approval from the Faculty Senate, the Board of Trustees, and the Board of Regents for an emphasis titled School Counseling and College and Career Readiness that will be granted to all recipients of the Masters of Education in Educational Psychology.

In February 2013 the faculty of Utah State University's (USU) School Counselor Education Program approved adoption of the CCTI curriculum and a faculty committee developed PSY 6610: College and Career Readiness for School Counselors, to be offered to pre-service and in-service school counselors. The 3 credit course is available for enrollment by Utah's in-service school counselors via an on-line format beginning summer 2013 and will be offered each semester from now on at USU. The course is required for USU's pre-service school counselors. In this transition year in the pre-service program the curriculum is being incorporated through a hybrid course, PSY 6810: Consultation and College and Career Readiness, which will be taken by 47 students summer 2013. PSY 6610 is now on the Program of Study for USU students who began the program beginning 2012 and will be required beginning summer 2014, when it is anticipated that 29 students will be enrolled.

Statewide Infrastructure

- **College Access Network of Utah (CAN U)**

The College Access Network of Utah's **mission** is: To support and strengthen programs and services that encourage the access and attainment of higher education for Utah's underserved, low-income, first generation, and historically underrepresented student populations, supporting **the goal of 66 percent of all Utahns to have a credential beyond high school by 2020.**

Over the past year CAN U tried to implement the Collective Impact model. Our **six working groups** were launched last summer at our annual retreat at Sundance and brought an additional 50 people under the CAN U umbrella. Each working group has been led by one or two steering committee members and has met a few times throughout the year. The groups spent time identifying and defining key issues and researching best practices. The CAN U Steering Committee **met four times** throughout the year in addition to the annual retreat, annual sharing meeting, and holiday gathering with ImPACT subgrantees. Agendas included such topics as: planning workshops offerings for the USHE Counselor Conference; Expect the Great event; annual retreat; working group reports; dissemination of resources and best practices sharing through institutional updates and member presentations; problem solving discussions on LDS missionary age change; FAFSA completion; and legislative hot topics. Additionally, CAN U tried to build continuous communication through the use of a social media site called Ning; this site allows working groups to quickly and easily post reading and discussion ideas between members. This is also a great resource to the network for disseminating event information for students as well as staff professional development and job opportunities in the field of college access and success.

On September 13-14, 2012, CAN U was honored to host Greg Darnieder, Senior Advisor on College Access to Education Secretary Arnie Duncan, as part of the U.S. Department of Education's *Education Drives America* bus tour. During his two day visit members of CAN U's data sharing working group and the Utah Data Alliance hosted a meeting regarding data sharing and common measures. CAN U partnered with Granite School District to host meetings on FAFSA completion, and we reviewed the Department's RESPECT paper with over 50 Utah school

counselors. Mr. Darnieder also enjoyed site visits to Jackson Elementary where he learned about the Adelante partnership, and Granite Park Junior High where he learned more about the school wide implementation of AVID and Latinos in Action. He concluded his visit with a CAN U-hosted lunch and discussion of national issues and best practices for improving student's access and success.

One of the most exciting developments made possible with CACG funding this last year was the opportunity to bring on staff a Graduate Assistant, Linda Sorensen, and a Undergraduate Intern, Annette Bankhead, both students from the University of Utah, to work with CAN U members in mapping student outreach, academic support programs, resources, and initiatives for underserved, low-income, first generation and historically underrepresented students across the state of Utah. This information was collected, standardized and web interface was created. In June 2012, the Program Search function of the StepUpUtah.com website was launched with 40 + programs organized by zip code. It is an easy-to-use resource tool to aid students, parents, families, and educators in locating programs and services offered within a specific school or region. In March 2013 the **searchable offerings total over 120**, the search function was retooled and is now offering a robust search-by-school feature and is easily located off the StepUpUtah.com home page.

- **ImPACT Subgrant: *Improving Preparation, Access, & Communities Together***

In its third year, this subgrant opportunity encourages college and university access and outreach programs to develop, strengthen, and/or enhance collaborations between K-12 schools and communities. The Office of the Commissioner received 21 RFP submissions and **13** were selected from seven different institutions. Of the 13, seven programs were expansion grants of previously funded programs, five were new startup initiatives, and one was planning grant. We disbursed just over **\$670,000** of our \$1.5 million 2012-2013 CACG funds in support of these institutions and programs.

- **Concurrent Enrollment Pilot for Middle Performing Students**

This project sought to explore eligibility criteria for engaging middle performing students in the state's concurrent enrollment program. Based on alternative eligibility criteria drafted by two study groups of public and higher educators, one group representing a large, metro high school, Hillcrest High School/Salt Lake Community College and the other group representing a small, rural high school, Juab High School/Snow College, middle performing students were identified and recruited into a Spring 2013 concurrent enrollment (CE) course.

Over the past year each pilot has met separately three times to revisit and refine characteristics of middle performing students, alternative criteria for participation in the state concurrent enrollment program for middle performing students, and to architect a process for identifying and recruiting these students into the concurrent enrollment program.

Each pilot implemented the criteria and processes to identify and recruit two student groups at each high school to participate in a Spring 2013 semester. Additionally, they secured students and parent permission for **50 participating students** between the two programs, administered pre-course surveys, and admitted and enrolled students into a CE class. Hillcrest students participated in a campus visits to the University of Utah and Salt Lake Community College, and Juab students attended a Snow College "Snow Blast" weekend.

With the conclusion of classes this next month the project team plans to evaluate the criteria and recruitment processes developed by the study groups. The team shall:

- Evaluate student performance in the 2013 pilot CE courses;
- Review changes, if any, in students' college aspirations as identified in the pre-class and post-class student and parent surveys;
- Collect anecdotal feedback from educators and counselors on the pilot.

If the feedback validates the alternative eligibility criteria and recruitment processes, findings will be shared with other districts and institutions to encourage a broader thinking on Utah student's participation in rigorous programs like CE. Additionally, the project group would like to:

- Develop a mentoring program component involving past student participants who will mentor students in subsequent years.
- Track success of program over time. Gather student and/or parent permission to contact students one year later to answer questions including whether student is attending college.
- Track student progress through the USHE system data warehouse and the National Clearing House.

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

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/MMK

May 8, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: University of Utah – Programming and Design Approval for the
Lassonde Living Learning Center

Issue

The University of Utah is requesting authorization to proceed with a request to the State Building Board for programming and design approval of the proposed Lassonde Living Learning Center project.

Background

This project is a collaborative endeavor between the Pierre Lassonde Entrepreneur Center and University Housing and Residential Education. Additional details about the project are included in the attached letter from the University. It is a non-state funded project estimated to cost approximately \$45 million that will be funded entirely by donor and bond proceeds with the debt service and ongoing O&M needs to be provided by housing revenues. The University of Utah Board of Trustees granted their approval for this project at their April 3, 2013 meeting.

The programming and design costs for which authorization is now being sought will be funded by non-appropriated institutional funds. Authorization to proceed with this phase of the project at this time will allow the programming and design work to be advanced in anticipation of legislative authorization in the 2014 general session and will enable the University to complete the project in time for the start of the 2016 fall semester.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve this non-state funded building request and authorize the University of Utah to seek State Building Board programming and design approval of this project.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment



Office of the Vice President
for Administrative Services

April 24, 2013

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

Re: University of Utah
Lassonde Living Learning Center

Dear Mr. Buhler,

The Lassonde Living Learning Center project is a collaborative endeavor between the Pierre Lassonde Entrepreneur Center and Housing & Residential Education. This will be a Capital Development project submitted by the University in anticipation of the next Legislative session. The goal of this endeavor is to design, build, occupy and operate a new academic/housing facility which will house approximately 401 new student residents and be the new permanent home for the innovation and support spaces of the Lassonde Center.

A January 2013 Feasibility Study recently concluded by Jacoby Architects, has identified the project's vision, developed preliminary design/space and adjacency considerations; and suggestions for design benchmarks. Multiple building sites have been identified; each with technical, spatial, and functional considerations that have been preliminarily weighed with final site to be selected with involvement with all appropriate stakeholders, including the Board of Trustees Campus Master Planning Committee.

As an auxiliary operation, having to create revenues to sustain the developed pro forma, and to "open" at the start of a fall semester, the University requests approval to commence programming and design to meet a completion date that will coincide with the start of fall semester 2016. The University of Utah's Board of Trustees granted approval at their April 3, 2013 meeting. Board of Regents and Utah State Building Board approvals are being sought to commence programming and design efforts in advance of final approval by the Utah State Legislature. Construction will not start until after final approval by the 2014 Legislative session.

The proposed total project budget is approximately \$45,000,000 and will be funded by donor and bond proceeds. The debt will be serviced by housing revenues. The University will not seek state O&M funds.

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

Mr. David Buhler
April 24, 2013
Page Two

Approval is requested to authorize the University to enter into agreements with professional services firms for the programming and design of this project in advance of final Legislative approval.

University representatives will be at the May 2013 Board of Regents meeting to present the project and address questions by the Board.

Thank you for consideration and support of this request.

Sincerely,



Arnold B. Combe
Vice President

ABC/ah

May 8, 2013

MEMORANDUM

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

Issue

Weber State University has requested approval of its updated Campus Master Plan that was last approved by the Board on May 20, 2011.

Background

The attached letter from Weber State University summarizes the minor changes that have been made to its master plan since it was last presented to and approved by the Regents. Also attached are maps of the Ogden Main Campus and the Davis Campus. Representatives from the institution will be present at the meeting to present this material and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends approval of the Weber State University updated Campus Master Plan.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment



April 29, 2013

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

Dear Commissioner Buhler:

Please find attached the current campus master plans for WSU's Ogden and Davis Campuses. We will be pleased to present these master plans to the Board of Regents at their next meeting on the Ogden campus on May 17th. Only minor changes have been made to these plans since they were last presented to the Regents. These changes include:

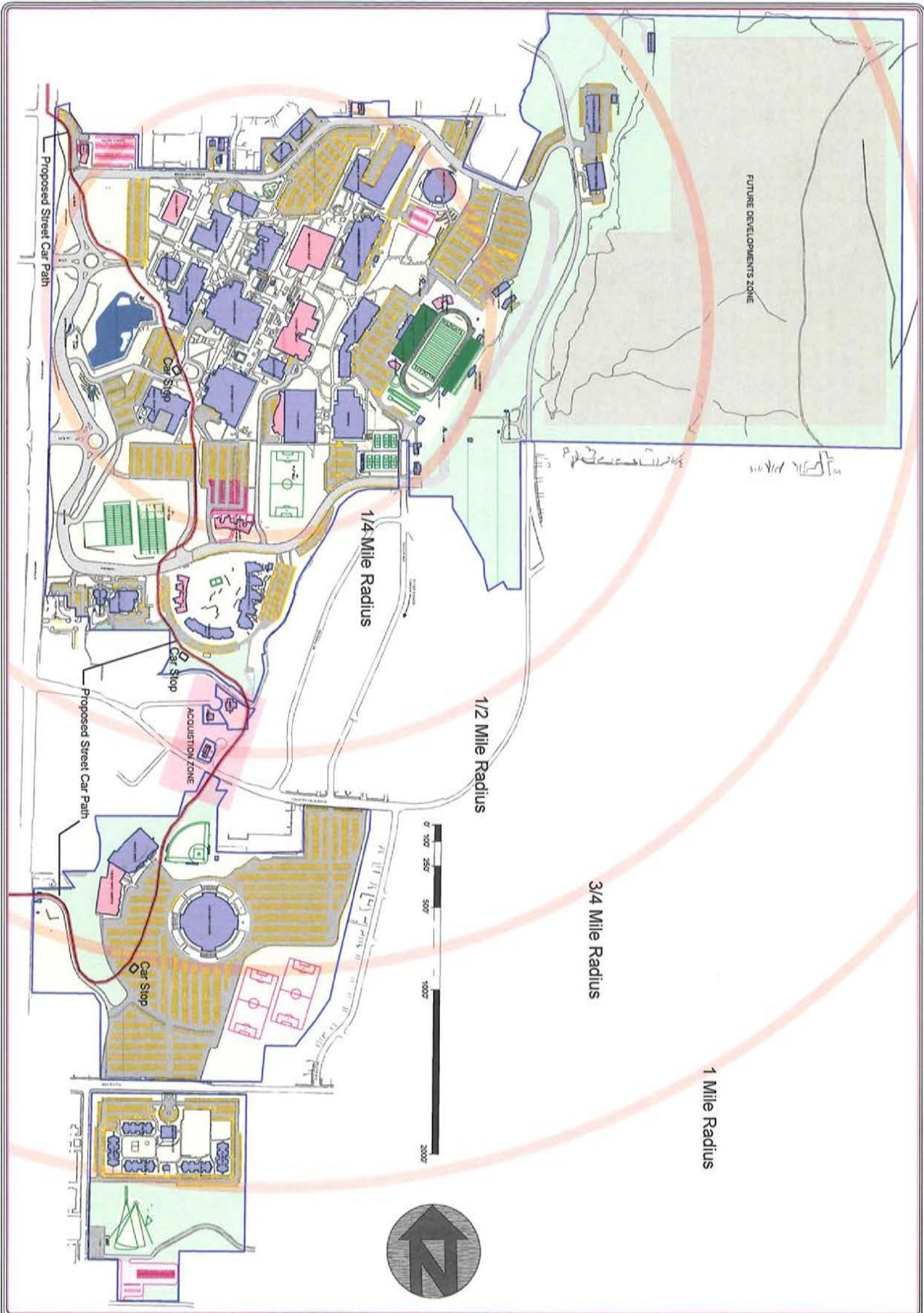
- Ogden - Inclusion of a planned Public Safety Building in the northwest quadrant of campus.
- Ogden - Inclusion of a preferred streetcar route through campus connecting to the Dee Event Center.
- Ogden - Inclusion of an indoor-practice facility west of the Dee Event Center.
- Ogden - Inclusion of a property acquisition zone between main-campus and the Dee Event Center.
- Ogden -Exclusion of property west of Harrison Boulevard.
- Davis - Inclusion of the actual footprint of the Professional Programs and Classroom Building.
- Davis - Inclusion of the two properties recently acquired at the southeast corner of University Park Boulevard and State Road 193.

As required by policy, WSU annually holds a public hearing to present it's campus master plans to the community. The most recent public hearing was held on June 19, 2012. Please include this material in the May Board of Regents agenda.

Sincerely,

A handwritten signature in black ink, appearing to read 'Norm Tarbox'.

Norm Tarbox
Vice President for Administrative Services



WEBER STATE UNIVERSITY
 WEBER STATE UNIVERSITY - OGDEN CAMPUS MASTER PLAN 2013





WEBER STATE UNIVERSITY

Weber State University Davis Campus



05/13/2013 / N / SR / 133

100' SCALE



May 8, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Guidelines for Performance Funding, 2013-14

Issue

During the 2013 legislative session, \$1M in one time funding was allocated for performance funding. Board of Regents approved metrics and measures, timeline and procedures for allocation of the performance funding are needed to meet the intent of the legislation and provide guidelines to institutional Presidents.

Background

Senator Stephen Urquhart proposed \$1M in performance funding, to be focused on efforts to increase completion and reach the goals of 66% of all Utahns with a postsecondary degree or certificate by 2020, which was subsequently approved by the legislature and will be allocated to the Utah System of Higher Education.

In working with Senator Urquhart to demonstrate how the allocations to institutions would be tied to performance, USHE institutional Presidents proposed five core performance measures that could be considered as follows:

- a. 1st year to 2nd year retention
- b. Increased completion rates (transfer counts toward completion)
- c. Acceleration in fulfilling the general education math requirement (such as requiring all students to complete at least one math class during their first two semesters)
- d. Increase in graduate education (as applicable by institutional mission)
- e. Transition from developmental math to successful completion of college math course

Legislative intent language in the appropriations act identified these as the core metrics to be used, but did not limit institutions to using only these measures. Assuming approval of the proposed guidelines and timeline in this proposal under consideration today, institutional Presidents will propose final metrics and benchmarks for approval by June 1, 2013 and present results of meeting proposed benchmarks by June 1, 2014. Distribution of performance funding will occur consistent with the allocation guidelines and institutional performance by July 1, 2014.

Policy Issues

There are no outstanding policy issues. The proposed guidelines meet the intent of the legislation and have the agreement of the USHE institutional Presidents.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Guidelines for Performance Funding, 2013-14, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/EJH
Attachment

Utah System of Higher Education

REQUIRES USHE INSTITUTIONS TO COMPLETE CORE PERFORMANCE MEASURES BY JULY 1, 2013

Guidelines for Performance Funding, 2013-2014

Senator Steve Urquhart proposed and the Legislature has now funded \$1 million in one-time money for performance funding to address the most urgent needs in reaching the 66% goal. During the legislative session, the institutional Presidents proposed the following core performance measures, which emphasize completion, be used if performance funding was allocated:

- a. 1st year to 2nd year retention
- b. Increased completion rates (transfer counts toward completion)
- c. Acceleration in fulfilling the general education math requirement (such as requiring all students to complete at least one math class during their first two semesters)
- d. Increase in graduate education (as applicable by institutional mission)
- e. Transition from developmental math to successful completion of college math course

Intent language with the legislative funding included (but does not limit selection to) the performance measures listed above. These are the core performance measures from which each institution may select as appropriate for mission and student mix. The preliminary selection of core performance measures for each institution is noted in the chart below (listed in institutional priority order). By July 2013, each institutional President will submit the final list of core performance measures, specific measures, current data, and benchmarks to the Commissioner’s Office to be approved by the Board of Regents and finalized by September 1, 2013.

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
UofU	a. Retention b. Completion c. Accelerate GE Math Requirement d. Increase graduate education			
USU	c. Accelerate GE Math Requirement			
WSU	b. Completion a. Retention c. Accelerate GE Math			
SUU	a. Retention b. Completion			

Institution	Core Performance Measures (as Prioritized by Each Institution)	Specific Measurements to be Used to Determine Success	Current Data on Specific Measures	Benchmark: One-year Goal (2014)
	c. Accelerate GE Math Requirement			
UVU	a. Retention b. Completion c. Accelerate GE Math Requirement			
DSU	c. Accelerate GE Math Requirement			
SNOW	c. Accelerate GE Math e. Transition from developmental to successful completion of college math class			
SLCC	e. Transition from developmental to successful completion of college math class			

Proposed Funding Allocation

Institutions will provide the data on performance to the Commissioner no later than June 1, 2014. The Board of Regents will allocate performance funding to each institution, to be released by July 1, 2014, based on completion or significant progress toward achieving one or more of the specified measures. Money will be allocated based on the degree to which the measure(s) are met, e.g., if 100% achieved (or surpassed) 100% will be allocated; if 50% achieved, 50% will be allocated, etc. For institutions with more than one measure, the funding allocation will be divided accordingly.

Four allocation models were considered with input from each president as well as Senator Urquhart. Based on that input the Commissioner recommends to the Board of Regents the following distribution (with the amounts representing 100% allocations):

Group I	Group II	Group III
UofU \$200k	WSU \$120k	SUU \$80k
USU \$200k	UVU \$120k	DSU \$80k
	SLCC \$120k	Snow \$80k

Summary Time-Line

May 24, 2013: Regents adopt resolution or policy containing guidelines.

July 1, 2013: Specific measures, current data, and benchmarks submitted by the institutional President to the Commissioner's Office.

September 1, 2013: Commissioner's Office finalizes and approves proposed measures and benchmarks.

June 1, 2014: Institutions provide Commissioner's Office with report on meeting approved benchmarks.

July 1, 2014: Commissioner's Office allocates performance funding. Any unallocated funds will be carried forward to next year for future allocation.

May 8, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: 2013-2014 Distinctive Mission Based Funding

Issue

Update Mission-Based Funding [Distinctive Mission] budget initiatives and allocations from \$8M to \$9M and reallocate half of the University of Utah's allocation of this initiative to the other seven Utah System of Higher Education (USHE) institutions.

Background

The USHE consolidated 2013-14 operating budget request, as approved by the State Board of Regents this past fall, included \$8 million for the Distinctive Mission Initiative component of Mission Based Performance Funding. These initiatives are designed to promote and support the Regents' Strategic Plan of increasing participation, completion, and economic development while recognizing the distinct missions of each USHE institution.

During the 2013 Legislative session, the [MBF Distinctive Mission] appropriation was increased from \$8M to \$9M. During the same session, the University of Utah (UU) also received \$10M for Medical School Admissions, a part of its distinctive mission. Accordingly, the UU agreed to a reallocation of one-half of their distinctive mission appropriation to the other seven USHE institutions. Each campus has now submitted revised detailed initiative descriptions, including: rationale supporting the institutional need, targeted outcome, assessment criteria to measure success, and budget plan for implementation during fiscal year 2013-14.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Distinctive Mission Initiatives and allocations.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment

UTAH SYSTEM OF HIGHER EDUCATION 2013-2014 OPERATING BUDGET REQUEST

Mission Based Funding: Distinctive Mission Initiatives

Total Revised: \$9,000,000

To support the Regents' Strategic Plan of increasing participation, completion and economic development and to promote distinct institutional missions, the following initiatives have been identified by the campuses. For each institution, the initiatives are categorized by the objective and include the description, rationale, outcomes, assessment criteria, and the budgetary plan. The initiatives recommended for funding in fiscal year 2013-14 are detailed below.

UNIVERSITY OF UTAH

Original: \$2,373,500 Revised: \$1,341,400

Student Success and Empowerment Initiative (Completion)

- Original: \$420,000 Revised: \$420,000

Early, Proactive Intervention to Boost Retention (Completion)

- Original: \$80,000 Revised: \$80,000

Undergraduate Research Opportunity Program (Completion)

- Original: \$500,000 Revised: \$500,000

Electronic Post Award Management (Economic Development)

- Original: \$1,373,500 Revised: \$341,400
- Reduced salaries, wages, & benefits from \$750,000 to \$341,400. Eliminated operating expenses of \$623,500

UTAH STATE UNIVERSITY

Original: \$1,682,800 Revised: \$2,327,500

Summer Initiative (Participation)

- Original: \$400,000 Revised: \$400,000

Recruitment Initiatives (Participation)

- Original: \$232,800 Revised: \$200,000
- Reduced budgetary plan by \$132,800

Doctoral Education (Participation)

- Original: \$275,000 Revised: \$0
- Eliminated initiative

USU and SLCC Partnership (Participation)

- Original: \$300,000 Revised: \$0
- Eliminated initiative

USU Library Initiative (Participation)

- Original: \$275,000 Revised: \$275,000

Tooele Area Economic Development Initiative (Economic Development)

- Original: \$200,000 Revised: \$0
- Eliminated initiative

Faculty Initiative (Participation)

- Original: \$0 Revised: \$748,000
- Faculty shortages

Student Retention (Completion/Retention)

- Original: \$0 Revised: \$375,000
- Support services, coordinate strategies, co-curricular opportunities, enhance recruitment

Instructional Support (Participation)

- Original: \$0 Revised: \$200,000
- Classroom & lab technology, maintenance and replacement

STEM Initiative (Science, Technology, Engineering and Mathematics) (Participation)

- Original: \$0 Revised: \$129,500
- Increase educators and professionals, Increase students entering career pathways, develop and implement partnerships

WEBER STATE UNIVERSITY

Original: \$825,600

Revised: \$1,141,900

Additional Distance Delivery Courses (Participation)

- Original: \$225,000 Revised: \$470,000
- Expand offerings, network enhancements

Expansion of Critical Path Courses (Participation)

- Original: \$150,000 Revised: \$371,900
- Additional course sections

Additional Advising to Increase Retention and Graduation (Completion)

- Original: \$200,600 Revised: \$50,000
- Reduced compensation from \$200,600 to \$50,000

Expansion of Supply Chain Management Program (Economic Development)

- Original: \$250,000 Revised: \$250,000

SOUTHERN UTAH UNIVERSITY

Original: \$368,000

Revised: \$509,000

Need-Based Financial Aid (Participation)

- Original: \$41,500 Revised: \$41,500

Venture Program (Participation)

- Original: \$20,500 Revised: \$20,500

Increased Availability of High-Demand Courses (Completion)

- Original: \$150,000 Revised: \$252,900
- Resources for fundamental math courses

Student Hourly Wages (Completion)

- Original: \$90,000 Revised: \$90,000

Targeted Retention and Quality Initiatives (Completion)

- Original: \$66,000 Revised: \$104,100
- Support theatrical learning experience

SNOW COLLEGE**Original: \$219,500****Revised: \$303,600****Snow College Inclusion Initiative** (Participation)

- Original: \$46,200 Revised: \$105,300
- Compensation increased from \$46,200 to \$105,300

Chemistry/Natural Resources Faculty Specialist (Economic Development)

- Original: \$89,300 Revised: \$89,300

Strategic Economic Planning for the “Creative Economy” of Central Utah (Economic Development)

- Original: \$48,000 Revised: \$48,000

Demonstration, education and application of agriculture and range innovation and sustainability for students, community members and central Utah farmers (Economic Development)

- Original: \$36,000 Revised: \$61,000
- Increased budgetary plan from \$36,000 to \$61,000

DIXIE STATE UNIVERSITY**Original: \$311,900****Revised: \$431,400****Expansion of College Services** (Completion/Retention)

- Original: \$311,900 Revised: \$431,400
- Increased Instructors and Coordinators from \$217,500 to \$337,000

UTAH VALLEY UNIVERSITY**Original: \$954,900****Revised: \$1,320,800****Mandatory Orientation for All New Students** (Participation)

- Original: \$80,000 Revised: \$89,200
- Improve yield of applicants to enrolled students

Recruitment of Non-traditional students (Participation)

- Original: \$100,000 Revised: \$145,000
- Increased operation expense from \$40,000 to \$85,000

Graduation Initiative (Completion)

- Original: \$100,000 Revised: \$130,000
- Student information system programming, targeted communications, additional postage, diploma covers, and part-time employees
- Salaries, wages & benefits increased from \$60,000 to \$90,000

Retention to Completion Initiative (Completion/Retention)

- Original: \$0 Revised: \$67,600
- Learning communities, freshman convocation, tutoring services

Financial Aid, Scholarships and Summer Grant Initiative (Completion)

- Original: \$474,900 Revised: \$474,900

Clyde Institute of Construction Management (Economic Development)

- Original: \$200,000 Revised: \$100,000
- Salaries, wages & benefits decreased from \$200,000 to \$100,000

Meet Region's Education Needs (Participation)

- Original: \$0 Revised: \$214,100
- Certificate in Autism, Marketing Sales emphasis program

STEM – Science Secondary Education (Participation)

- Original: \$0 Revised: \$100,000
- Hire STEM faculty

SALT LAKE COMMUNITY COLLEGE

Original: \$941,000

Revised: \$1,301,600

SLCC Student Analytics (Completion)

- Original: \$941,000 Revised: \$941,000

SLCC SAT (Applied Technology) Support (Completion)

- Original: \$0 Revised: \$53,800
- Increased salary and wages

Summer Sections (Completion)

- Original: \$0 Revised: \$68,800
- Additional course offerings

Instructional and Technology Equipment (Completion)

- Original: \$0 Revised: \$238,000
- Purchase of instructional equipment and IT support

STATE BOARD OF REGENTS/COMMISSIONER

Original: \$322,800

Revised: \$322,800

Expand College Readiness Efforts (Participation)

Infrastructure, Tuition, Space Utilization, O&M Models (Participation)

Improve Communications and Data Sharing (Participation)

66% Goal Collaborative Efforts (Completion)

- Original: \$322,800 Revised: \$322,800

Student Success and Empowerment Initiative (Completion) \$420,000

Description – This initiative is geared to empower students to identify direction, engage in high impact activities/services and accomplish goals. This is a commitment to undergraduates to identify curricular and co-curricular experiences that are holistic and address the unique needs of the individual. The goals are: 1) to promote student success through identifying short and long-term goals that include degree completion; 2) to introduce planning tools and strategies that foster action in accomplishing student goals; 3) to encourage utilization of campus and community services that enhance the undergraduate experience and empower students to achieve excellence; 4) to engage students in using a “4 Year Plan” to create a holistic educational experience and completion. The funds will be used to fund additional student success advocates enhance to tools to support the initiative.

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

Outcomes – This will help position students for graduation in four years and enhance their undergraduate experience with high impact programs and experiences and help them navigate and maximize their time at the University of Utah. The focus is on increasing completion and graduation while enhancing the quality of the educational experience.

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

Budgetary Plan -

Salaries, Wages & Benefits	\$390,000
Operating Expense	<u>\$30,000</u>
Total	\$420,000

Early, Proactive Intervention to Boost Retention (Completion) \$80,000

Description – The University is committed to student retention and completion. The University employs students to work as orientation leaders during the summer. Ten of these individuals will be hired and trained as retention specialists for the coming school year. Their primary task will be to work proactively with new undergraduates in order to increase retention.

Rationale – Based on the familiarity they gain working with new students during the summer, orientation leaders constitute an untapped resource that can help with retention. Significant attrition occurs early in the college years. Research shows that proactively engaging with students can make a noticeable difference in the likelihood that they will stay in college and

graduate. Leaders will need special training and polices will need to be established to guide them in their work.

Outcomes – The University of Utah will increase its first-to-second-year retention rate for the affected cohort of students from 85% to 85.5%. Each student “saved” from dropping out represents a return on investment of 46% per student in future wage-earning potential (Carnevale, The Undereducated American, 2011), which, on average, equates to \$336,725 for the estimated 25 students who would be retained in this single cohort. This one- time investment will act as seed funding for an on-going project to boost retention through proactive intervention.

Assessment – Retention statistics for students in these programs will be compared to students not receiving assistance. We will track Other assessment activities will include tracking the extent to which students respond to various program initiatives, the number of one-to-one contacts, the perceived value of those contacts, the extent to which students connect with the campus community and its resources, the nature of the difficulties new students face, and the reasons why some drop out of college.

Budgetary Plan -

Salaries, Wages & Benefits	\$ 60,000
Operating Expense	<u>\$ 20,000</u>
Total	\$ 80,000

Undergraduate Research Opportunity Program (Completion) \$500,000

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

Rationale – In FY 12, UROP served 227 students which is less than 3% of our full time undergraduates. This program helps prepare students for additional graduate studies and workplace skills. Compared to other members in the PAC12, this is a smaller number of students than we should be serving. UC Berkeley’s program serves more than 1500 students while the University of Washington serves over 750.

Outcomes – For Spring semester 2012, 45 of the students were accepted to graduate schools in the areas of their research. Students have the opportunity to present their research at conferences and be published in the Undergraduate Research Abstracts Journal.

Assessment – Success of UROP students is indicated by their ability to refine the areas of their research interests which translates into greater methodological sophistication, all of which can

be measured by presentation of papers at conferences, publications, and admission to highly selective graduate schools. The current rate of graduate school attendance by UROP students is 95%.

Budgetary Plan -

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

Electronic Post Award Management (Economic Development) \$341,400

Description – The University has been actively engaged in automating our heavily manual system for post research award management as well as streamlining grants management processes for better efficiency. This is a multi-year project. For FY14, we will be focused on reporting, specifically as outlined below:

- Develop grant budgeting and financial reporting tools for faculty and their direct administrators. This is expected to result in better faculty information, to reduce over and under spending of grants and to improve efficiency.
- Develop online effort reporting to improve efficiency (for faculty/departments and central administration), also tracking of effort on grants which will further improve accuracy in spending.
- Automate Facilities and Administration (F&A) distribution calculations, for improved efficiency and better planning.
- Development of reports and queries for improved strategic financial decision making centrally (like F&A return distribution), college, department, and faculty levels.

Rationale – National data shows that research faculty spend 42% of their time allocated to research projects on administrative duties related to those projects. Although there will always be some administrative responsibilities, a reduction in the time for administrative overhead will free up faculty to direct their effort to active research.

Outcomes – Reduction of faculty time spent on grants administration from 42% to 30% after full software implementation and reporting tools are in place. This is a three-year implementation project to enhance grant administration and will ultimately control over or under expenditures at the University of Utah in an on-going process.

Assessment – Given the national data as a baseline, the university will be able to readily determine over a period of time the extent to which the electronic system and the additional staff will reduce time spent by faculty on grants administration. Data on error rates (under- or over- or miss-timed spending) and faculty satisfaction with the new system will also be collected. Phase 1 of the project which is the grants management software is going live during FY13.

Budgetary Plan -

Salaries, Wages & Benefits \$341,400

UTAH STATE UNIVERSITY

\$2,327,500

Summer Initiative (Participation) \$400,000

Description - Continuation of Summer Initiative from FY 2012-13. USU has identified some strategies for increasing undergraduate student summer enrollment on the Utah State University (USU) Logan campus. The primary objective of this initiative is to optimize the use of summer resources (i.e., facilities, faculty, staff, etc.) thus further demonstrating the University's effective stewardship of resources and maximizing revenue on the Logan campus. The university wants to focus on attracting new student populations, including an opportunity to encourage more international students and provisional admits. This will provide a great opportunity to pilot new learning pedagogies and instructional designs that cater to students who might feel frustrated with traditional college learning models.

Rationale - Summer enrollments have dropped over the last decade. Explanations for the decline include: the structure of the summer schedule, economic pressures and summer employment, course offerings, and departmental budget challenges. The university has several specific recommendations for improving summer enrollment, with the goal of doubling enrollments over the next three to five years. For example, the university is encouraging academic departments to identify the courses that will be most helpful to students so that students gain a true advantage by taking them. Students might be more likely to take summer classes if they understand that there is a clear advantage to doing so because it either helps them "catch up", "get ahead", or the class experience is perceived as "better" because of possibly smaller class size or who is teaching the course. The intent is for the university to address each of the challenges identified above.

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

Assessment - Summer student credit hours.

Budgetary Plan -

Compensation \$400,000

Recruitment Initiatives (Participation) \$200,000

Description – Recruitment funds to help replace FTE's lost due to the LDS Church's recent missionary age change.

Rationale – USU enrolls approximately 17,000 undergraduate students on the Logan campus each fall including nearly 4,000 new freshmen and transfers. The LDS Church's change in missionary age eligibility will impact USU's enrollment dramatically over the next few years. Preliminary estimates indicate that USU may lose 1,400 currently-enrolled students by fall 2013 and 1,500 new students each year from its fall 2013 and fall 2014 incoming classes. This decrease in FTE's could cost the university \$22 million. The requested funds would support new recruitment initiatives in targeted markets in an effort to mitigate the impact that the missionary age change will have on enrollment.

Outcomes – The requested funds will not stop the decreased enrollment but will help mitigate the financial impact the decrease in FTE's will have on USU. The goal will be to replace the lost FTE's with new students for fall 2013 and fall 2014. In addition, USU will seek to commit students admitted for fall 2013 to attend in future semesters by encouraging them to defer their admission until they return from their service.

Assessment – Enrollment, deferment, and leave of absence numbers will be tracked on a weekly basis; historical data will serve as a baseline for measurement. Final enrollment numbers will be measured each term.

Budgetary Plan -

Operating \$200,000

Faculty Initiative (Participation) \$748,000

Description – The university has identified several academic departments with faculty shortages. These funds will be used to address some of those situations. This is not an effort to simply replace positions lost during the Great Recession. Rather, these are strategic decisions based on the needs that best fit the mission of the institution.

Rationale – Instruction remains one of the greatest elements of the university's mission. Providing enough capacity in high-need areas allows the university to enhance access opportunities. These new positions, when combined with new recruiting initiatives and financial aid options, provide the university with needed momentum going forward.

Outcomes – The colleges in which these positions are created will gain new capacity. This will provide students with new or enhanced learning possibilities.

Assessment – Student credit hour reports.

Budgetary Plan -

Compensation \$748,000

Student Retention (Completion/Retention) \$375,000

Description – University retention efforts emphasize providing support services and co-curricular opportunities to students to create and sustain a learning environment that is inclusive and responsive to diversity and that prepares students to lead in a diverse world. These funds will aid in the implementation and coordination of strategies and initiatives that lead to a more inclusive and vibrant university community. This will support the Governor's 66% initiative.

Rationale – As the population in Utah, the western United States, and across the country is rapidly diversifying, USU must improve student services to its various student populations. As a land-grant institution it is imperative that the university prepare its students through a variety of experiences for successful careers and leadership roles in a diverse world.

Outcomes – Key related outcomes include enhanced recruitment, retention and success of underrepresented students.

Assessment – Annual enrollment numbers on the Logan campus and across the USU system. Surveys of graduating seniors to determine their level of preparedness to work and live in diverse settings.

Budgetary Plan –

Compensation \$375,000

USU Library Initiative (Participation) \$275,000

Description – The merger of the College of Eastern Utah and Utah State University in 2010 has expanded curricular requirements and patron expectations for library services in Price and Blanding. The USU Eastern campuses require an infusion of library resources to bring them to a level that supports their expanding missions. Access to USU Library electronic resources continues to be extended (at considerable ongoing expense) and new resources are also needed for USU Eastern.

Rationale – The funding will be used

- To extend current USU access to vital library resources to USU Eastern, including electronic journals, eBooks, and databases.
- To bring the current USU Eastern library collections up to date with increasing curricular and research requirements.
- To add new resources for newly expanded instructional programs, such as Nursing.
- To hire a professional librarian for the Blanding campus (which only has two part-time staff).

Outcomes – Students and faculty at USU Eastern will have the necessary quality of library resources that will enable them to achieve success in their education and research.

Assessment – Increased faculty research outcomes at USU Eastern can be measured and citation analyses performed to show use of library resources. Usage statistics can illustrate use of student and faculty use of library resources at USU Eastern. USU Librarians will be working with USU Eastern faculty to assist them with identifying resources that would be useful for their curricula. Focus groups with USU Eastern faculty will be conducted to determine if student use of library resources have enhanced learning outcomes.

Budgetary Plan -

Compensation	\$75,000
Operating Expense	<u>\$200,000</u>
Total	\$275,000

Instructional Support (Participation) \$200,000

Description – The university has needs in the area of classroom and lab support.

Rationale – USU has a large number of classrooms and labs across the campus. These rooms are centrally scheduled and utilized by most departments for USU student instruction. Information Technology currently provides the technical support for these rooms. 80% of these classrooms are mediated with technology. Much of the hardware in these rooms was purchased by one-time funds provided by USU administration, colleges and/or departments. However, there is currently no ongoing funding in place to maintain and replace hardware in these rooms once systems. This funding will fund maintenance and replacement of the technology in these general assignment classrooms. A Classroom Technology Advising Committee is presently being formed, with representation from faculty, staff, and student body. With the help of this committee, a 5-year technology replacement schedule will be created to prioritize the maintenance and replacement needs of these general assignment rooms.

Outcomes – The funds will help to ensure these rooms have up-to-date, reliable, maintained technology available at all times for student instruction.

Assessment – Faculty Assessment Survey.

Budgetary Plan –

Operating	\$200,000
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**STEM Initiative (Science, Technology, Engineering and Mathematics) (Participation)
\$129,500**

Description – STEM Education Initiatives at Utah State University support interdisciplinary and collaborative teaching, research, and service activities. These activities involve partnerships across disciplines and education, including public and private schools, federal and state agencies, local business and industry, and philanthropic foundations.

Rationale – STEM Education Initiatives at Utah State University bring together professionals from the Sciences, Technology, Engineering, Mathematics, and Education to share expertise and knowledge from their fields. These collaborations support research and development efforts that provide pathways into careers in the disciplines (Science, Technology, Engineering, and Mathematics) and education (Science & Mathematics Teaching K-16).

Outcomes –

- Increase the number and quality of STEM Educators and STEM professionals in the region and country
- Conduct innovative research and development on computing and communication technologies in STEM Education,
- Increase the number of students entering and continuing through STEM career pathways
- Study and report on new knowledge about STEM Education
- Develop and Implement institutional partnerships that support exemplary practices and policies in STEM Education

Assessment – Number of students entering STEM career pathways. Number of STEM educators.

Budgetary Plan -

Compensation	\$129,500
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WEBER STATE UNIVERSITY **\$1,141,900**

Additional Distance Delivery Courses (Participation) \$470,000

Description - WSU Online will expand current array of online courses and programs to better serve student demand, particularly the nontraditional student base. Additionally, network enhancements will enable further expansion of technology integration into existing courses (hybrid).

Rationale - Due to constraints of time, distance, or location, students are turning more and more to online courses and programs to fulfill their needs. Online course offerings are an efficient and cost effective way to meet those needs.

Assessment - Number of students accommodated.

Budgetary Allocation -

Compensation \$470,000

Expansion of Critical Path Courses (Participation) \$371,900

Description - WSU has been serving an increasing number of students. WSU's enrollment continued to increase during Fall 2012. Unless additional sections of critical path classes are offered, a number of students will be unable to complete their programs due to the unavailability of required courses.

Rationale - Strategically expanding the number of courses delivered will assist students in completing their program of study and graduating.

Assessment - Moving students through completion of degree programs.

Budgetary Allocation -

Compensation \$371,900

Additional Advising to Increase Retention and Graduation (Completion) \$50,000

Description - WSU has been serving an increasing number of students. WSU's enrollment continued to increase during Fall 2012. Additional advisors are needed to accommodate an increasing number of students.

Rationale - Additional advisors are needed to work with new and continuing students. Student attrition may occur because of a lack of advising. Research shows effective advising makes a significant difference in the probability that students will stay in college and graduate.

Assessment - Moving students through completion of degree programs.

Budgetary Allocation -

Compensation \$50,000

Expansion of Supply Chain Management Program (Economic Development) \$250,000

Description -Supply chain management is the management of supply chain activities to maximize end user value. It involved an effort by the supply chain firms to operate supply chains in the most effective and efficient ways. Supply chain activities include product

development, input sourcing, production, and logistics. WSU has a well established supply chain program, and we seek to expand the program to meet regional needs.

Rationale - A spring 2010 study titled Accelerating Utah's Aerospace and Defense Industry:

- Found that the aerospace and defense cluster employs over 42,000 Utah workers, generating \$5.4 billion annually in revenue within the state.
- Found that supply chain management was a critical career pathway for the industry.
- Recommended that a database be created to identify businesses in Utah's aerospace and defense supply chain that promotes interaction and new business opportunities.

WSU seeks to expand its supply chain management program to meet the needs of the aerospace and defense cluster with a particular focus upon the needs of Hill Air Force Base.

Assessment - Students educated and placed in Utah aerospace jobs.

Budgetary Allocation -

Compensation \$250,000

SOUTHERN UTAH UNIVERSITY

\$509,000

Need-Based Financial Aid (Participation) \$41,500

Description – Expansion of scholarship offerings for need-eligible students.

Rationale – Enrollment at a residential campus such as SUU often involves a higher overall cost of attendance relative to other college options, due to increased travel and housing expenses in addition to tuition and fees. Need-based aid is crucial to recruiting and retaining students who might otherwise be unable to afford a residential campus experience.

Outcomes – Increased enrollment of need-eligible students.

Assessment – Number of eligible students receiving need-based scholarship awards and average amount per award (these figures are already tracked and reported annually).

Budgetary Plan -

Operating Expense \$41,500

Venture Program (Participation) \$20,500

Description – In partnership with the Utah Humanities Council, the Venture Program is a multi-disciplinary evening course, offered cost-free to low-income adults and designed to develop critical thinking, intellectual confidence, and community engagement. Graduates of the Venture Program have the option to enroll as matriculated students at SUU and receive course credit for completing the program.

Rationale – The Venture Program provides an accessible launching point for non-traditional students to begin a general study of the liberal arts and humanities. Completion of the program provides an open pathway to enter a degree-seeking program of study. SUU has shared the cost of the program with the Utah Humanities Council for the last three years, with the hope that the University would be able to assume full financial responsibility by fiscal year 2013-14.

Outcomes – Continue an effective outreach program for an underserved segment of the community and solidify funding of an additional pipeline for non-traditional students to begin pursuit of a higher education degree.

Assessment – Number of yearly program participants and percentage of graduates who enroll at SUU.

Budgetary Plan -

Salaries, Wages & Benefits \$20,500

Targeted Retention and Quality Initiatives (Completion) \$104,100

Description – SUU has recently implemented a number of new retention initiatives. Additional funding would enable continued pursuit of improved retention through new software-based course recommendation and divisional assessment programs, improved data collection to track usage services, increased tutoring resources, enhanced learning communities, and quality service training and incentives. In addition, the recently-launched ThunderBard Project (in partnership with the Utah Shakespeare Festival) offers a valuable shared learning experience in which all newly admitted students study, analyze, and view a classic Shakespeare play.

Rationale – Improvement of student retention and success is a key area of focus across campus, in support of the HigherEdUtah 2020 plan and the 66% Goal initiative.

Outcomes – Increased year-over-year student retention.

Assessment – Comparison of current and prior year retention rates for both first-year students and the overall student population.

Budgetary Plan -

Operating Expense \$104,100

Increased Availability of High-Demand Courses (Completion) \$252,900

Description – Three new full-time faculty positions (two positions in English and one in Athletic Training) to open additional sections in bottleneck areas of General Education curriculum and preserve quality and stability in a capacity-limited professional health program. Instructional resources will also be allocated to increase first-year completion of fundamental math courses.

Rationale – Core English courses required for General Education are among the most consistently full class sections each semester. New students are encouraged to complete these English classes as early as possible in their college coursework, but many freshmen are forced to delay them due to lack of available class slots. An additional Athletic Training position would help maintain program continuity in light of the anticipated retirement of the current program director.

Outcomes – Enhanced availability of foundational English, math and athletic training courses.

Assessment – Total sections and average class size of relevant English and athletic training courses compared to prior year. The completion rate of fundamental math courses will also be benchmarked against established averages.

Budgetary Plan -

Salaries, Wages & Benefits \$252,900

Student Hourly Wages (Completion) \$90,000

Description – Additional funding for hourly wages could be immediately utilized in multiple areas across campus, including academic internships, graduate assistantships, the Tutoring and Learning Assistance Center, the Career Café, and numerous administrative offices.

Rationale – Student employment in the form of hands-on experiential education increases student engagement, enhances credentials for post-graduate education or employment, and provides much-needed financial assistance for students.

Outcomes – Increased availability of experiential student employment.

Assessment – Number of student employed and total wages compared to prior year.

Budgetary Plan -

Salaries, Wages & Benefits \$90,000

SNOW COLLEGE

\$303,600

Snow College Inclusion Initiative (Participation) \$ 105,300

Description – Snow College plans to implement a new initiative to demonstrate the institution's commitment to diversity and inclusion on campus. The initiative is currently in the planning phase. Funding support will be used to assist the institution in developing a paradigm-changing blueprint to increase the College's impact in transforming lives for those students who have been historically underserved by higher education. Funds provided will support the initiative's planning, development and implementation phases. Each step will be used to inform the development, implementation and evaluation of this critical institutional initiative to promote excellence and success for all students on campus.

Rationale – In the U.S., there has been a steady increase in the number of traditionally, underrepresented minorities enrolled in higher education institutions. However, the increase in enrollment does not translate equitably to degree attainment. For Native American, Hispanic and African American students, the completion rates lag substantially behind those for Whites and Asian Americans. Minority student enrollment at Snow College increased from 7 to 14 percent from 2005 to 2011. With twice as many minority students enrolling, Snow College could have reason to celebrate. However, preliminary data cautions us to give pause and delve deeper into the numbers that reflect a trend in retention similar to that of the national statistics. Given the College's nationally recognized ranking by the Aspen institute as a top 10 percent community college, Snow College provides a unique environment in Utah where success for all students can be realized. Using the achievement gaps for African American, Latino/a and American Indian students as a starting point, we hope to discover what does and does not work for historically underserved students at Snow College.

Assessment – A multidisciplinary team will have primary responsibility for the successful development and implementation of the inclusion effort. Members of the team include the Vice Presidents for Student Success and Academic Affairs, the director of Institutional Advancement, the director of the Multicultural Center, as well as key representatives from the faculty, staff and student body at Snow College.

Outcome – The planning phase will include the discovery of qualitative and quantitative data through tools including data analysis, interviews, surveys and focus groups. The lessons learned in phase one will provide a foundation for phase two, or the development phase. The development phase includes developing student, faculty and community priorities, strategies, and actions that coalesce to create a custom-made program of excellence and inclusion at Snow College. In the implementation and evaluation phase, or phase three, the College will operationalize its plan for success with a methodology that includes a feedback loop specifically designed for retooling activities based on information gathered from continuous monitoring and evaluation.

Budgetary Plan – Funding for this project is sought from MBF, with in-kind support for the management, development, implementation, evaluation and monitoring of the initiative provided by the Offices of President and Institutional Advancement.

Compensation \$105,300

Chemistry/Natural Resources Faculty Specialist (Economic Development) \$89,300

Description – Snow College seeks funding as part of its commitment to provide targeted educational and training opportunities that fill the job preparation needs in rural Utah. These targeted employment opportunities are in the areas of health care, natural resources and industrial mechanics. As part of Snow College's mission to provide a workforce-ready and transfer-prepared graduate, we seek funding for a faculty position in chemistry with a background in natural resources. This faculty member will provide foundational and applied field-based chemistry courses tailored to the specific needs of current programs, enhancing the offerings of distance education classes, and serving Central Utah and beyond. Additionally, the faculty position will participate as an active instructional leader in natural resource courses offered at both Ephraim and Richfield campuses.

Rationale – Recently Snow College has done an extensive evaluation of the needs of local industries and agencies. From this evaluation, new programs have been developed that align the needs of local industry with the educational resources of the college. Three of these new programs are an Associate of Applied Science in Natural Resources, Associate of Science in Nursing, and an Associate of Applied Science in Industrial Mechanics. Each of these programs depends on quality chemistry offerings to make them viable and assure that graduates are fully prepared for the workforce of the 21st century. This new position will address the needs of each of these areas. For the Natural Resources program a set of courses dealing with environmental sampling, analysis, and monitoring are mandatory led by a faculty member with a strong chemistry background able to instruct students both in the field and laboratory. For Nursing, the prerequisite chemistry course for the new ASN degree program will be offered on the Richfield campus, providing the key foundational knowledge for aspiring nursing students in the southern part of the College's service region. For the Industrial Mechanics program, the new faculty member will provide an introductory chemistry course online utilizing hybrid labs in which a student may perform a number of experiments at home complemented by on-campus laboratories provided periodically during the semester. These new initiatives will aid industrial technology students who want to obtain a degree and stay in their current location and vocation. This position clearly addresses the mission based need of providing workforce ready students as well as setting the stage for students seeking more advanced degrees later in their careers.

Outcomes – It is expected that the new instructor will teach students in the following courses:

- Introductory Chemistry (CHEM 1010)
 - Introductory Chemistry Lab (CHEM 1015)
 - Principles of Chemistry (CHEM 1110) – Pre allied health requirement, general education
 - Principles of Chemistry Lab (CHEM 1115)
 - Natural Resources Courses – variable depending on skill set
- AND**, Work closely with local industry, agencies, and organizations to ensure offerings match local needs advise and counsel students in educational pursuits

Assessment – The success of this mission-based position will be determined by tracking students through their courses of study, their completion of the program, and subsequent

placement in employment. Students that enroll in the chemistry or natural resource courses can be followed in the subsequent programs. Within the transfer programs, completion rates will be used to determine success. Successful employment from a subsequent program will also be used to assess the effectiveness of the students. Finally, industry and agency satisfaction will be monitored to determine if newly employed students have the skill set needed to perform the tasks desired.

Budgetary Plan -

Salaries & Benefits	(full-time faculty position)	\$86,000
Operating Expenses—travel and program educational materials		<u>\$3,300</u>
Total		\$89,300

Strategic Economic Planning for the “Creative Economy” of Central Utah **\$48,000**
(Economic Development)

Description – Snow College will use these funds to contract for the conducting of a region-wide comprehensive strategic economic planning process focusing on enhancing employment and improving income in the “creative economy” in central Utah. The “creative economy” is the diverse array of artisans, many, if not most of whom are self-employed and/or working on contractual arrangements with employers both within the six-county region and beyond—nationally and internationally. The strategic economic planning initiative will serve to assess and describe the current economic state of this sector of our economy and recommend strategic initiatives connecting the creative economy with the resources of Snow College and other USHE institutions in specific ways to improve the viability, sustainability, and expansion of this sector.

Rationale - The six-county region served by Snow College is alive with individual artisans striving to maintain their crafts *and* make a sustainable living. The creative economy emanating from these many individual endeavors represents an important portion of the overall regional economy and the opportunity for enhancement of the economic well-being of the region. Given its well-acknowledged strengths in the arts coupled by its increasingly stronger economic development servicer role in the region, Snow College is uniquely prepared to address the advancement of the vitality and sustainability of the creative economy in central Utah. The first and most important step is developing a comprehensive strategic economic plan which assesses existing strengths and needs, formulates priorities for action, determines and addresses short-term and longer-term education and training needs and providers, and examines funding needs and strategies.

Assessment - The economic strategic planning initiative will be managed and monitored by the Coordinator of the Office of Continuing Education and Economic Development at Snow College in partnership with the Division of Fine Arts and the Arts Departments at Snow College.

Outcome - The product of this investment in strategic economic planning for the creative economy in central Utah will be the compilation of an overarching plan with specific initiatives

dedicated to promoting the vitality and sustainability of individual and small-business artistic entrepreneurs in the region. The product will be based on individual and collective information gathering from artisans in the region, analysis of models of creative economy building across the country and beyond, identifying elements of common interest and consensus between and among artisans and education/training providers in the region, and beyond, and the determining action step priorities for Snow College—all dedicated to improving the economic status of and future for the creative economy in the region.

Budgetary Plan - Funding for this project is sought from MBF, with in-kind support for the management and monitoring of the project provided by the Office of Continuing Education and Economic Development of Snow College and the Division of Fine Arts.

Total \$48,000

Demonstration, education and application of agriculture and range innovation and sustainability for students, community members and central Utah farmers **\$61,000**
(Economic Development)

Description - Snow College is seeking funding for developing an Agriculture, Range Innovation and Sustainability Center (ARISC) in collaboration with Utah State University Extension and the Great Basin Research Center. Central Utah's economy is largely a function of medium and small scale agriculture. ARISC's main purpose will be student education in development and demonstration of small scale agriculture enterprises that can be adapted by central Utah farmers both full-time and small part-time farmers. The breadth of possible innovative projects include hoop house production of vegetables, management intensive grazing for livestock grazing on irrigated pasture, agronomically growing native grasses forbes and shrubs, xeriscaping for home owners, and research plot areas for USU researchers. Additionally, Snow College, through the college's sustainability committee, can expand sustainability practices through composting of organic waste.

Rationale - Snow College has property that is currently being used by the Great Basin Research Center with minimal irrigation for growing native seeds and an irrigation well with water rights to irrigate crops. Utah State University Extension has adjoining property that they would like to collaborate with Snow College to develop educational opportunities for students from both Snow College and USU as well as research opportunities for USU researchers. The Great Basin Research Center is seeking to increase their ability to develop long term projects with educational merit to demonstrate the feasibility and growing methods for agronomically growing native seed as a cash crop for farmers and supplying their need for native seed. Presently USU Extension personnel and Snow College personnel have worked together on previous projects and desire to take the lead in developing the Center.

Objectives -

- Provide student and community learning in small scale agriculture production crops and process and marketing of products grown.
- Teach and demonstrate management intensive grazing on small irrigated pastures.

- Provide opportunities for sustainable natural resource education projects
- Support Snow College sustainability educational goals and practices
- Provide opportunities for students to demonstrate innovative crops and crop growing practices

Assessment - Funds will provide for researching Ag Innovation Centers in neighboring states, organizing a “Consulting/Advising Board” to oversee the development of a plan of action and a prioritizing of actions steps, the development of an irrigation system all of which will sanction further efforts to seek and secure funding for continued development of the center and future funding.

Budgetary Plan - Mission Based Funding is sought for:

1. The development of a strategic business plan by members of a consulting/advisory board and professional staff from USU and Snow College , based on the experiences of Ag Innovation Centers in the US since 2003 (initial federal USDA funding grants given) and the identified needs of Central Utah—for managerial operations of the Agricultural, Range Innovation & Sustainability Center (ARISC) and for guiding the seeking of additional funding for site development and operations.
2. Assessment of options and initial planning for an irrigation system for the site.

Total \$61,000

DIXIE STATE UNIVERSITY

\$431,400

Expansion of College Services (Completion/Retention) \$431,400

Description - Due to the compression of our Developmental Ed programs, DSU needs to replace and create labs for remediation courses and support for student enrollment in credit bearing classes and align with the Complete College America initiative.

Rationale - Retention of students is a high priority at Dixie State University. Funding for programs such as degree works and starfish has targeted improvement in student retention. However, additional investments are necessary to assist with remediation and developmental education and to bring the college into alignment with the Complete College America initiative.

Outcomes -

3. Increased graduation rates
4. Increased retention rates
5. Higher satisfaction marks from students in departing surveys.

Assessment – DSU already has both assessment tools and processes in places to determine if the funding does lead to increased retention, success rate for credit bearing classes, and successful completion of remedial and developmental education students. It is expected that significant increases will be seen in all these areas.

Budgetary Plan -

Instructors and Coordinators	\$337,000
Computers for Labs	\$25,000
Remodel of Computer Labs	\$69,400
Total	\$431,400

UTAH VALLEY UNIVERSITY **\$1,320,800**

Mandatory Orientation for All New Students (Participation) \$89,200

Description – Mandatory Orientation for all new students attending UVU is to help each new student began their UVU experience with the best possible information and understanding of UVU's programs and services.

Rationale – New student orientation has become an important part of the first-year experience and UVU's structured enrollment program. Orientation will become mandatory for all new students (not just underprepared students) beginning fall 2013. Research shows that the high achieving students tend to attend orientation more than lower achieving students. Through mandatory orientation, we will be able to help all students become more successful integrated into UVU. UVU will also be reaching out to students who begin the admissions process but do not complete the process to help them identify strategies for overcoming perceived barriers to successful enrollment.

Outcomes – Studies indicate students who attend orientation consistently have a stronger likelihood of staying at UVU and completing their education.

Assessment – Measure the effectiveness of orientation programs and modify programs to meet the needs of the student body and the institution as a whole. Seek feedback through surveys and assessment tools in collaboration with Institutional Research. Currently, around 65 percent of new students attend orientation. The goal is to have 85 percent of new student attend orientation in 2013 and 100 percent by 2015. UVU's also seeks to improve the yield of initial applicants to enrolled students.

Budgetary Plan -

Salaries, Wages & Benefits	\$59,200
Operating Expense	\$30,000
Total	\$89,200

Recruitment of Non-traditional students (Participation) \$145,000

Description – Outreach to non-traditional students through their work place as well as outreach in partnership with Workforce Services through a marketing campaign designed for non-traditional students.

Rationale – In order for Utah to achieve its goal of 66% of Utahns with a post-secondary degree or certificate by 2020, non-traditional students must either enroll in college for the first time or return to complete their programs of study. Third week data shows a 40% decrease in new students who are one year or more from high school graduation. With the new LDS missionary age change, this population of entering students will increase. Targeting the vast demographics categorized as non-traditional students will requires mutual collaboration with community partners and strategies different from high school student recruitment.

Outcomes – Recruitment of non-traditional students will help toward Utah's 66% goal.

Assessment – With a goal of an 8% increase, success will be measured by an increase in new students who have been out of high school one year or more.

Budgetary Plan -

Salaries, Wages & Benefits	\$60,000
Operating Expense	<u>\$85,000</u>
Total	\$145,000

Graduation Initiative (Completion) \$130,000

Description – Awarding of AS/AA degrees, Certificates of Completion, and Certificates of Proficiency to students who have completed requirements but have never applied for the degree.

Rationale – Automatic awarding of AS/AA degrees is a best practice procedure across the nation and a recommendation of Complete College America. In addition, it will assist in the achievement Utah's goal to have 66% of Utahns with a college degree or certificate by 2020. More importantly, many students who stop out of education before completing their bachelor's degree will benefit from the acquisition of an associate's degree. Student information system programming, targeted communications, additional postage, additional diploma covers, and part time employees will be deployed support the increased workload of this initiative.

Outcomes – Many students do not apply for graduation with an AS/AA degree but have completed all requirements. Rather than requiring the student to apply, the Graduation Office would contact the student to inform them that they have completed the requirements and offer to award the degree. Student information system programming, targeted communications, additional postage, additional diploma covers, and part time employees will be deployed support the increased workload of this initiative.

Assessment – An increase in the number of AA/AS degrees, Certificates of Completion and Certificates of Proficiency will be evidence of success with this initiative.

Budgetary Plan -

Salaries, Wages & Benefits	\$90,000
Operating Expense	<u>\$40,000</u>
Total	\$130,000

Retention to Completion Initiative (Completion/Retention) \$67,600

Description – Implementation and expansion of programs to encourage, promote, and advance student retention with a focus on successful completion of educational goals.

Rationale – UVU has made significant progress in first to second year retention rates and is implementing initiatives and programs to encourage students to commit to completing their educational pursuits. Programs such as learning communities, freshman convocation, and tutoring services will enhance UVU's ability to retain students through their second year and beyond.

Outcomes – Experience and research indicate that who students engage in programs such as learning communities and peer tutoring are retained and succeed at higher rates. UVU piloted a Freshman Convocation in Fall 2012 which was highly successful and promoted the "Commit to Complete" campaign. This program will be continued through this funding.

Assessment – Improved retention from freshman through seniors and increased number of graduates.

Budgetary Plan -

Salaries, Wages & Benefits	\$27,600
Operating Expense	<u>\$40,000</u>
Total	\$67,600

Financial Aid, Scholarships and Summer Grant Initiative (Completion) \$474,900

Description – Financial aid to assist students who are close to graduation but have been caught by the reduction from 18 to 12 semester awards as well as targeted financial aid for students nearing completion attending summer semester.

Rationale – Recent changes to Federal Pell grants have created barriers to timely completion for UVU's most economically disadvantaged students. The Consolidated Appropriations Act, 2012 added a time limit for students receiving Federal Pell Grants. A student may receive Pell Grants for the equivalent of 12 full-time semesters. If the student has received a Pell Grant for the equivalent of 12 full-time semesters, they will no longer be eligible for a Pell Grant. This

initiative will provide financial assistance to students who have one or two semesters remaining to graduate from Utah Valley University complete their education.

Studies have indicated that the availability of grants and other forms of federal financial aid had a significant impact on whether or not students enroll in summer school. The elimination of summer Pell grants has caused an incredible financial burden on students needing to attend Summer semester to complete their education without interruption.

Outcomes – With additional financial aid opportunities for continuing students, students would be able to persist and graduate in less time. This initiative will assist in the achievement Utah's goal to have 66% of Utahns with a college degree or certificate by 2020.

Assessment – Successful completion of those students previously eligible to receive financial aid (these students are already being tracked) and improved enrollment in Summer semester.

Budgetary Plan -

Operating Expense (financial aid)	\$474,900
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Clyde Institute of Construction Management (Economic Development) \$100,000

Description – Leverage private funds in realizing the vision of the Clyde Institute of Construction Management by providing faculty, curriculum, and leadership focused on heavy/civil construction management.

Rationale – The current department of Construction Management will separate the two-year residential component and its funding from the main construction management program to provide a more targeted focus on heavy/civil construction management. Each program will then be able to benefit of common curriculum while excelling in its individual niche. Additional faculty is needed to teach the heavy/civil construction management emphasis.

Outcomes – New program emphasis on heavy/civil construction management producing an increase in the number of graduates in Construction Management with Heavy/Civil emphasis. Graduates will respond to Utah's jobs needs in this field.

Assessment – Graduation and successful placement of students.

Budgetary Plan -

Salaries, Wages & Benefits	\$100,000
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Meet Region's Education Needs (Participation) \$214,100

Description – At the request of the local community, UVU is implementing a Certificate in Autism Studies and developing a Sales emphasis in the Marketing program

Rationale – UVU is committed to helping Utah address the increase in autism that occurred over the last 20 years. A certificate program to standardize training for individuals working with person on the Autism spectrum has been developed and will begin in Fall 2013. This program is being offered in partnership with Clear Horizons Academy and multiple other agencies and organizations.

The Woodbury School of Business advisory board and local business have identified the need for a Sales emphasis within the Marketing program. Sales is a significant contributor to the economies of Utah and Utah County.

Outcomes – UVU began the Autism initiative and developed the new curriculum through a combination of one-time institutional funds and private donations. These funds provide ongoing funding for a faculty member devoted to this program.

Development and implementation of a Sales emphasis within the Marketing program to meet both student and community demand.

Assessment – Internship placements, graduation and successful placement of students combined with community partners' satisfaction.

Budgetary Plan -

Salaries, Wages & Benefits \$214,100

STEM – Science Secondary Education (Participation) \$100,000

Description – Support the Governor's STEM initiative by providing excellent Science Secondary Education.

Rationale – UVU has a strong Science Secondary Education program. Program graduates serve the region by increasing the scientific literacy of K-12 students throughout the State

Outcomes – Qualified teachers to teach and inspire secondary education students in the fields of science, technology, engineering, and math.

Assessment – Graduation and successful placement of students.

Budgetary Plan -

Salaries, Wages & Benefits \$100,000

SALT LAKE COMMUNITY COLLEGE

\$1,301,600

SLCC Student Analytics (Completion) \$941,000

Description – SLCC will build a comprehensive student data hub and increase its capacity to use student analytics to positively impact the progress of students and improve institutional processes that support student success. Components of the project include:

- Provide infrastructure (integrated data bases, data structures, data warehouse, and analytic capabilities) to support a student success network
- Improve internal data sharing through dashboards, reporting and analysis
- Develop a framework for timely intervention “flags” directed to students, faculty and staff to enable targeted support for at risk students
- Track the effectiveness of our student interventions
- Provide technical training and support for faculty and staff in use of student analytics to impact student success
- Develop a deeper understanding of our students’ educational and career outcomes through longitudinal tracking

Rationale – To improve the retention and completion rates of SLCC students, the College needs to: 1) better understand its students; 2) provide early alerts and timely interventions to assist them in maintaining progress on their educational pathways; 3) track the effectiveness of outreach and student support systems as evidenced through student outcomes. Research and data gathered from colleges and universities throughout the country currently utilizing student analytics have shown that an institution can positively impact the progress of individual students by understanding both individual and collective student behavior patterns, and by communicating this information to students, faculty, advisors and support staff. SLCC currently does not have fully integrated data systems to enable faculty, advisors and support staff to have shared access to real-time information about student goals, needs, progress and outcomes. These funds will be used to develop a comprehensive student data hub and help provide the necessary the infrastructure to track students and examine the efficacy of advising, supplemental instruction, and other outreach efforts.

Outcomes – SLCC anticipates improved student retention and completion rates as realized by other colleges who have implemented data analytic projects supporting student success networks. Phased outcomes for implementation of the project include:

- Detailed project implementation plan developed with consultant
- Configuration of data warehouse to support student retention and success reporting, inquiry and tracking
- Building capacity in Institutional Research through additional staff with analytical and technical expertise to provide departments’ access to data warehouse information through real-time dashboards, reports and longitudinal tracking
- Integration of Banner, Canvas CMS and Degree Works data bases
- Adoption and implementation of a software solution to flag and track interventions for students by faculty advising, and student support staff.
- Piloting of student success network components by Distance Education, Gen Ed Step Ahead, Veterans, and other learning support cohorts
- Training of faculty and student support staff to use student success network components at scale

- Improved retention rates of students impacted by student success network
- Improved completion and goal attainment rates of SLCC students

Assessment – This project is a long-term project for the College and will be reviewed initially on the implementation outcomes as outlined above. Once fully implemented, the College will assess the project against a targeted 3-5% increase per year in the College’s retention rates.

- Year One: Hire 3 data base/ operations analysts in IR, Hire Coordinator, Install appropriate software connections package and early alert systems
- Year Three: Fully implement Banner Student Retention Performance Package and configure data warehouse, pilot software connections package and early alert systems with Distance Ed and select learning cohorts, hire web-based dashboard communication coordinator
- Year Five: The assessment of student progress outcomes will be compared with a target 3-5% increase in Fall to Fall retention of students in Distance Education and selected cohorts during the second year of the student success network implementation.

Budgetary Plan - These funds will be used to develop a comprehensive student data hub and help provide the necessary the personnel and operating expense infrastructure to track students and examine the efficacy of advising, supplemental instruction, and other outreach efforts.

Salaries, Wages & Benefits	\$675,000
Operating Expense	<u>\$266,000</u>
Total	\$941,000

SLCC SAT Support (Completion) \$53,800

Description – These funds will be used to provide employees, funded within the SAT appropriated line item, a 1% base increase in salary and wages similar to all employees at the college and other state employees.

Rationale - SLCC employees are critical in advancing the institutional mission and are essential in helping to ensure student access, support, and successful completion of student goals. At the end of the session, SLCC committed to provide all employees a 1% base salary and/or wage increase consistent with other state employees. The Regent approved SAT tuition rate increase for FY 2014 did not provide adequate new resources within the SAT appropriated line item to provide the 1% increase for employees funded in this program.

Outcomes - All SLCC employees, including those funded through the SAT appropriated line item, will receive a 1% base salary increase similar to other state employees.

Budgetary Plan - These funds will be used to provide employees funded from the SAT appropriated line item a 1% base increase in salary and wages.

Salaries, Wages & Benefits \$53,800

Summer Sections (Completion) \$68,800

Description – SLCC will use these funds to provide additional opportunities for students to access courses in the summer and support the college’s ongoing efforts to help students accelerate the completion their respective programs.

Rationale – Student goal attainment is a core imperative at the institution, and increased focus and efforts are being directed to providing students with additional course offerings in the summer to support this initiative. These funds will be used to support additional course offerings during the summer supported by both full and part-time instructors.

Outcomes – SLCC will continue to enhance and increase its summer course offerings to support student goal attainment and completion.

Budgetary Plan – These funds will be used to support salaries, wages, and benefits associated with providing course sections during the summer term.

Salaries, Wages & Benefits \$68,800

Instructional and Technology Equipment (Completion) \$238,000

Description – These funds will be used to support the purchase of instructional and information technology equipment to support the new Instruction and Administration Building (IAB) and the Center for New Media (CFNM) facilities scheduled to come on line for fall semester.

Rationale – SLCC works closely with its Program Advisory Committee (PACs) to ensure that instructional equipment used in the classroom environment is appropriate and consistent with what students will find when they enter the workforce. These funds will help ensure that the IT infrastructure is in place to support the new instructional equipment to support programs offered in these new buildings.

Outcomes – SLCC will be able to train students using appropriate instructional equipment, consistent with what our Business and Industry partners are using in the workforce..

Budgetary Plan – These funds will be used to purchase instructional equipment and the necessary IT infrastructure to support the equipment for the new IAB and CFNM buildings.

Salaries, Wages & Benefits \$238,000

STATE BOARD OF REGENTS/COMMISSIONER INITIATIVES

\$322,800

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

- Deepen college readiness efforts through Utah Scholars Initiative and other outreach with future students, parents and K-12 Educators to increase understanding and planning to meet the requirements for college readiness.
- Improve efficiency by increasing collaboration across core business functions and new initiatives through consortia efforts in areas such as purchasing and human resources and to undertake needed USHE studies such as infrastructure, tuition models, space utilization, and O&M funding models.
- Improve communication and data sharing with USHE institutions and outside agencies by better leveraging technology to make the vast amount of USHE data resources more accessible
- Professional assistance specifically targeted to support collaborative efforts with the campuses in attaining the 66% goal.

Budgetary Plan -

Compensation	\$250,000
Operating Expense	<u>\$72,800</u>
Total	\$322,800

May 8, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: R583, Student Recruitment and the Report of Advertising Costs

Issue

Policy R583 *Student Recruitment and the Report of Advertising Costs* 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 eliminate the policy provision that encourages institutions to advertise for increased enrollments in under-enrolled applied technology programs.

Background

The policy language dates back several decades. Justified rationale presumably existed in the 1970's and 80's to highlight institutional emphasis of advertising in under-enrolled applied technology programs. With the natural evolution of roles and needs, this emphasis is no longer seen as needing to be singled out, and in any event, Regents' policy would not seem to be the most effective vehicle for such an emphasis were it needed; therefore this clause is recommended for elimination.

Policy Changes

The proposed amendment to R583 is in compliance with Utah state statutes: Utah Code §53B-7-101, Financial Affairs.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to policy R583 *Student Recruitment and the Report of Advertising Costs*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS/CRW
Attachment

R583, Student Recruitment and the Report of Advertising Costs¹

R583-1. Purpose: To provide for reports of recruiting and advertising costs and to interpret Board policy with regards to student recruitment.

R583-2. References

- 2.1. Utah Code §53B-7-101(9) (Financial Affairs [Under the General Supervision of the Board](#))

R583-3. Policy

3.1. Recruiting and Advertising Costs: Institutions shall, upon request, provide information to the Office of the Commissioner regarding advertising of programs, both in continuing education and general advertising. The institutions should show all recruiting costs and single out advertising costs.

~~**3.2. Under-Enrolled Applied Technology Programs:** Institutions are encouraged to advertise for increased enrollments in these applied technology programs that are clearly market driven, under-enrolled, funded for instruction, and specifically designed to serve business and industrial needs.~~

¹ Approved October 31, 1977, amended November 17, 1989.

May 8, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: R587, Lease-Purchase Financing

Issue

Policy R587 *Lease-Purchase Financing* has recently been reviewed by the Office of the Commissioner and USHE institutional representatives; this review is a part of the continuing effort to review all Regental policies. A result of this review is the recommendation to eliminate a policy provision that involved utilization of certificates of participation financing for lease purchases of equipment through the Department of Administrative Services (DAS). This plan no longer exists as a financing option.

Background

The Department of Administrative Services no longer offers certificates of financing for lease purchases of equipment. References to the authorized costs of equipment tied to the 1984 Special Session of the Legislature have also been eliminated because they are no longer applicable. The provisions regarding cumulative commitments for lease-purchases remain.

Policy Changes

The proposed amendment to R587 is in compliance with Utah state statutes: Utah Code §53B-1-103, State Board of Regents – Powers and authority.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revision to policy R587, *Lease-Purchase Financing*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS/CRW
Attachment

R587, Lease-Purchase Financing¹

R587-1. Purpose: ~~To provide criteria for the utilization of Department of Administrative Services certificates of participation financing for lease-purchases of equipment, and t~~ To authorize the Commissioner to approve specific acquisitions of equipment on a lease-purchase basis.

R587-2. References

- 2.1. ~~53B-1-102, Utah Code Annotated 1953~~
- 2.2. Utah Code §53B-1-103, Utah Code Annotated 1953

R587-3. Policy

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

~~3.1.1. —are substantial in nature.; or~~

~~3.1.2. —involve utilization of the certificates of participation financing facility available through the Department of Administrative Services (DAS).~~

~~3.2. —Authorized costs of equipment: For the System, the cost of equipment acquisitions utilizing DAS certificates of participation financing shall not be in excess of the total amount shown in the DAS list submitted to the March 1984 Special Session of the Legislature unless otherwise approved by the Board.~~

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

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

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

¹ Approved May 15, 1984.

May 8, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: R501, Budgeting Definitions and Guidelines

Issue

Policy R501 *Budgeting Definitions and Guidelines* has recently been reviewed by the Office of the Commissioner and USHE institutional representatives; this review is a part of the continuing effort to review all Regental policies. As a result of this review, several language changes are recommended to R501:

- Reflect the current Fair Labor Standard Act (FLSA) employment categories of *non-exempt* for classified employees and *exempt* for administrative staff in sections 3.3. and 3.4.;
- Provide flexibility for institutions in equating administrative staff or part-time lecturers to an FTE basis in section 3.1.2.;
- Eliminate outdated applied technology language in section 4.1.;
- Replace references to academic “quarters” with “semesters” throughout the policy.

Background

The human resource designations for classified personnel and administrative staff in R501 *Budgeting Definitions and Guidelines* require updating and clarifying to better align with the employee provisions of the FLSA. Secondly, the requirement of prorating and equating administrative staff or part-time lecturers to an FTE basis by use of hours of credit the class carries in relation to a full-time load as determined by a college department has not been found to be useful for all USHE institutions and has not consistently been the practice for some time. Finally, outdated language regarding applied technology and references to the academic quarter system have been eliminated.

Policy Changes

The proposed amendments to R501 are in compliance with Utah state statutes: Utah Code §53B-7-101, Combined Requests for Appropriations.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve R501 *Budgeting Definitions and Guidelines*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS/CRW
Attachment

R501, Budgeting Definitions and Guidelines¹

R501-1. Purpose: To provide definitions of terms for budgeting purposes in the Utah System of Higher Education; ~~provide guidelines for applied technology education programs;~~ prohibit the use of carry over surpluses for salaries; ~~and~~ provide budgeting and tuition waiver guidelines for higher education's participation in the State Board of Education vocational rehabilitation program; and address the operation and maintenance costs of capital facilities as a budget priority.

R501-2. References

- 2.1. Utah Code §53B-7-101 (Combined Requests for Appropriations)

R501-3. Definitions

- 3.1. **Full-Time Equivalent Regular Faculty:** A full-time equivalent shall be determined on the following basis:

- 3.1.1. An individual hired for the academic year, by appointment, whose primary assignment is teaching. Their contact hours as to a full load will be determined by the institution in relation to any essential departmental policy or discipline, approved by the administration. For example, a retired professor teaching three hours each quarter semester in the Department of Physics, at a very modest stipend, would be counted as one-third FTE faculty if the teaching load established for the Department of Physics by the University of Utah is 9 hours. If the teaching load has been established at 12 hours such an individual would be counted as .25 FTE faculty, and so on.

- 3.1.2. Any administrative staff or part-time lecturer teaching a class in addition to his or her other duties shall may be prorated and equated to an FTE basis by use of hours of credit the class carries in relation to a full-time load as determined by college department or discipline policy approved by the administration (indicated in Item 1 above). For example, if the Vice President for Administrative Services teaches one course in management, for 2 hours credit, in one quarter semester, once a year, and if the teaching load in the Department of Management is 12 hours, the Administrative Vice President would be listed as one-sixth FTE faculty member for that particular quarter semester, or on the basis of the entire year, one-~~eighteenth~~ twelfth or the appropriate decimal fraction thereof for the entire year.

- 3.1.3. Regular faculty members who have reduced teaching assignments with part of their time related to research or other assignments shall be prorated to an FTE by use of hours of credit the class carries in relation to the full-time load as determined by college department or discipline policy as approved by the administration. For example, a professor of chemistry, who is authorized by the institution to conduct and administer a research grant involving shale oil extraction, and is on part salary from the Department of Chemistry budget, devoting part time to the research project, and who teaches a 6-hour load each quarter semester, would be counted as one-half FTE faculty member if the full load in that particular university department is 12 hours per quarter semester, and so on.

¹ Adopted June 24, 1975; amended July 21, 1975, June 22, 1976, May 9, 1986, and March 25, 1994.

3.2. Graduate Teaching Assistants and Wage-Rated Instructors: Graduate teaching assistants and wage-rated instructors having class teaching responsibility shall be prorated on a FTE basis, by using hours of credit the class carries in relation to a full-time load of faculty within the same department. Teaching assistants and wage-rated instructors will be reported separately to 1 and 2 above on an FTE basis.

3.3. Classified Personnel: Includes employees who are non-exempt under the provisions of the Fair Labor Standards Act (FLSA).

~~3.3.1. "Classified personnel" includes employees who are on a specific pay plan based on length of service and merit. The pay plan is based on job specifications which include job descriptions and job grades. Although middle managers and above may be included in the pay plan or pay scale, they are generally exempt from the term "classified personnel."~~

~~3.3.2. For the purpose of reporting classified personnel salaries and wages, it is recommended that the salaries of office trades and maintenance, custodial and service employees be included in this category. Administrative staff such as buyers, assistant purchasing agents, assistant controllers, research assistants and below should also be included as classified staff personnel.~~

3.4. Administrative Staff: Personnel who have jobs considered to be above the level of first-line supervisors will be excluded, or exempt, from the category of classified personnel. These jobs will include or be similar to purchasing manager, director of the budget, controller, director of financial aids, director of finance, director of physical plant, vice presidents, provosts, assistant to presidents, administrative department heads, etc. Includes employees who are exempt under the provisions of the FLSA.

R501-4. Guidelines

~~4.1. Annualized Budgeting and Reporting for Applied Technology Education: In the Utah System of Higher Education operating budget process:~~

~~4.1.1. all institutions will report both enrollments and costs on an annualized basis;~~

~~4.1.2. increased visibility will be given to applied technology education in the budget request; and~~

~~4.1.3. institutions with applied technology programs are encouraged to submit requests for funding, and/or to reallocate within their base budgets, to adequately fund year-round occupational education offerings, as feasible and necessary for better response to the needs of employers.~~

4.2.1. Prohibition of Use of Carry Over Surplus for Salaries: Carry forward funds from one fiscal year cannot be used to adjust salaries for the subsequent fiscal year.

4.3.2. Appropriations for Vocational Rehabilitation Program Tuition: The State Board of Regents shall request that the legislature appropriate funds directly to the State Board of Education for payment of full tuition to each of the institutions of higher education under the State Board of Education vocational rehabilitation program.

4.4.3. Tuition Waivers: No waivers of tuition or fees shall be made by any of the institutions to vocational rehabilitation students.

4.5.4. Operation and Maintenance Costs of Capital Facilities: Operation and maintenance (O & M) costs of capital facilities projects will be included as a high budget priority if the Regents have approved both

(1) the construction or acquisition of the facility or space, irrespective of funding source, and (2) the payment of O & M from state tax funds.

4.5.4.1. The amount of O & M costs included as a high budget priority will be the amount initially approved by the Regents, adjusted for appropriate inflationary cost increases, unless a different amount is justified.

4.5.4.2. O & M costs resulting from renovation (capital developments and improvements) will be included as a high budget priority if the renovation has been approved by the Regents. Except in unusual circumstances, Regent approval shall be obtained prior to the budget process and prior to any renovation requiring increased O & M funding.

4.5.4.3. O & M costs in excess of the amounts approved under 4.5.1. and

4.5.4.2. above will be included as a lower budget priority or funded with institutional funds unless the Board directs the costs be moved to a high budget priority.

4.5.4.3. O & M costs associated with leased facilities shall be treated as lease costs under the Regent's lease policies rather than as O & M costs of capital facilities.

May 8, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: R763, Funding of Parking Facilities Repair Costs

Issue

Policy R763 *Funding of Parking Facilities Repair Costs* has recently been reviewed by the Office of the Commissioner and USHE institutional representatives; this review is a part of the continuing effort to review all Regental policies. A result of this review is the recommendation to update several of the policy's provisions, including changes to:

- Point out that while parking services functions at several institutions are essentially self-supporting due to user fees, the fees may not cover the entire cost of the parking services functions;
- Recognize the role of the Utah State Building Board as it relates to Capital Improvement funding for repairing and restoring capital assets including parking lots at USHE institutions.

Background

The revision to R763 *Funding of Parking Facilities* is intended to preserve the positive aspects of the policy while removing some unnecessary language concerning the Department of Facilities Construction & Management and the State Building Board. Whatever the reason that might have existed at the time the existing language was adopted, it is not appropriate at this time. Secondly, while several institutions operate parking services in varying degrees of self-support with user fees as the revenue source, they generally are not 100% self-supporting. Finally, while the concept of "equitable" allocation of State Capital Improvement funding is a lofty goal, it does not fit in this case where the reality is that allocations for paving have been made periodically over the years in accordance with prioritized requests from all institutions.

Policy Changes

The proposed amendment to R763 is in compliance with Utah state statutes: Utah Code §53B-6-101, Master Planning and Utah Code §53B-20-101, Property of Institutions to Vest in State Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the revisions to R763 *Funding of Parking Facilities Repair Costs*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH/CRW
Attachment

R763, Funding of Parking Facilities Repair Costs¹

R763-1. Purpose: To provide for equitable funding of parking lot repair costs based on relative need.

R763-2. References

- 2.1. Utah Code §53B-6-101 (Master Planning - Board Establishes Criteria to Meet Capital Budgetary Needs)
- 2.2. Utah Code §53B-20-101 (Property of Institutions to Vest in State Board)
- 2.3. Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)
- 2.4. Policy and Procedures R710, Capital Facilities

R763-3. Factual Basis-Background Information

3.1. Parking Facilities at all Campuses: ~~All nine~~ The eight institutions in the Utah System of Higher Education (USHE) operate automobile parking facilities on their campuses for use by faculty, students, staff, and visitors as an authorized, necessary, and proper function of higher education;~~;~~and

3.2. Some Institutions have Self- Financial Support of Parking Facilities: Several of the USHE institutions ~~of higher education (i.e., University of Utah, Utah State University, and Weber State University)~~ manage their parking services as essentially self-supported auxiliary operations, and impose user fees that are significant in amount although not necessarily insufficient to meet the full needs of parking services; others charge moderate or nominal fees to parking lot users; while some institutions permit on-campus parking without the payment of a fee;~~;~~and

3.3. Parking Fees: USHE institutions may impose ~~The imposition of~~ parking fees, ~~together with the required and require the~~ use of decals or other identifying markers upon vehicles for which such fees have been paid ~~for the, serve the multiple purposes~~ purpose of helping to defray the cost of parking services operations, ~~which may include~~ monitoring on-campus vehicular parking to reduce congestion and promote safety and security, funding parking facilities, and encouraging greater use of public transit systems for energy and environmental conservation purposes;~~;~~and,

3.4. Government Policy: ~~Utah state government does not generally charge parking fees to its employees or to members of the public seeking public services, and the only units of the State of Utah that do so are the several institutions of higher education mentioned above;~~ and

3.5.4. Appropriations Capital Improvement Funding: The Utah State Building Board, ~~during recent years, has received~~ receives annual ~~lump-sum~~ appropriations of Capital Improvement funding for the purpose of repairing and restoring the highest priority capital asset (buildings and infrastructure) needs of the State, including the parking lots of all units of state government, ~~including higher education, but has generally declined to allocate funds from this source for repair of parking lots maintained by the larger~~

¹ Approved December 20, 1983.

institutions of higher education (i.e., University of Utah, Utah State University, and Weber State University) which uniquely impose significant user fees; and

3.6. — Building Board Policy: The unwillingness of the Building Board to allocate its appropriated parking repair funds for the benefit of the three institutions mentioned above necessarily forces these institutions to impose higher total parking fees than would otherwise be required, and thus unfairly imposes special financial burdens upon the students, faculty, staff, and guests of such institutions that are not imposed at all, or only in lesser degree, upon the personnel of other institutions of higher education and other state employees;

R763-4. Policy

4.1. Equitable Allocation of State Resources Capital Improvement Funds: It is the established policy of the Board of Regents to regard all state-funded USHE institutions of higher education, specifically including but not limited to University of Utah, Utah State University, and Weber State University, as fully and equally eligible for and deserving of an equitable allocation by the State Building Board of Capital Improvement funds for parking lot repairs funds in proportion to the based on the relative need of their respective parking facilities for repair work, and believes that such allocations should be made without reference to the possible availability of revenues derived from parking fees, or the previous use of such revenues by the respective institutions, for parking lot repairs.

4.2. Implementation by Building Board and DFCM: The Board of Regents requests and urges the Building Board and the Division of Facilities, Construction and Management to honor and implement this Resolution as a duly adopted declaration of regental policy with respect to the allocation and prioritization of parking lot repair funds made available by the State Legislature. It is expressly anticipated that the Division of Facilities, Construction and Management and the Utah State Building Board will give appropriate consideration to the parking lot repair needs of all USHE institutions in the annual evaluation and allocation of Capital Improvement funding provided by the State Legislature.

R763-1. Purpose: To provide for funding of parking lot repair costs based on relative need.

R763-2. References

- 2.1. Utah Code §53B-6-101 (Master Planning - Board Establishes Criteria to Meet Capital Budgetary Needs)
- 2.2. Utah Code §53B-20-101 (Property of Institutions to Vest in State Board)
- 2.3. Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)
- 2.4. Policy and Procedures R710, Capital Facilities

R763-3. Background Information

- 3.1. **Parking Facilities at all Campuses:** The eight institutions in the Utah System of Higher Education (USHE) operate automobile parking facilities on their campuses for use by faculty, students, staff, and visitors as an authorized, necessary, and proper function of higher education.
- 3.2. **Financial Support of Parking Facilities:** Several of the USHE institutions manage their parking services as essentially self-supported auxiliary operations, and impose user fees that are significant in amount although not necessarily sufficient to meet the full needs of parking services; others charge moderate or nominal fees to parking lot users; while some institutions permit on-campus parking without the payment of a fee.
- 3.3. **Parking Fees:** USHE institutions may impose parking fees and require the use of decals or other identifying markers upon vehicles for which such fees have been paid for the purpose of helping to defray the cost of parking services operations which may include monitoring on-campus vehicular parking to reduce congestion and promote safety and security, funding parking facilities, and encouraging greater use of public transit systems for energy and environmental conservation purposes.
- 3.4. **Capital Improvement Funding:** The Utah State Building Board receives annual appropriations of Capital Improvement funding for the purpose of repairing and restoring the highest priority capital asset (buildings and infrastructure) needs of the State, including the parking lots of all units of state government.

R763-4. Policy

- 4.1. **Allocation of State Capital Improvement Funds:** It is the policy of the Board of Regents to regard all USHE institutions as eligible for allocation of Capital Improvement funds for parking lot repairs based on the relative need of their respective parking facilities for repair work.
- 4.2. **Implementation by Building Board and DFCM:** It is expressly anticipated that the Division of Facilities, Construction and Management and the Utah State Building Board will give appropriate

¹ Approved December 20, 1983.

consideration to the parking lot repair needs of all USHE institutions in the annual evaluation and allocation of Capital Improvement funding provided by the State Legislature.

May 8, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L Buhler
SUBJECT: R205, Presidential Appointment, Term of Office, and Compensation and Benefits

Background

It is vital to the effective and efficient operation of the Utah System of Higher Education that the State Board of Regents be able to retain and attract highly qualified and skilled presidents to lead each of the USHE institutions and to compensate them in a market competitive manner. To accomplish these aims, it is proposed that R205, *Presidential Appointment, Term of Office, and Compensation and Benefits* be amended to provide structure and guidance to the process of reviewing presidential compensation and adjusting salaries at the appropriate time

Issue

In determining how best to meet the Regents goal of attracting, retaining, and fairly compensating effective and skilled presidents to lead the USHE institutions, guiding principles were developed. They included:

- Presidents are chief executives with complex responsibilities and are key to the success of their institutions and therefore the State.
- The USHE needs to be able to attract and retain the best leaders to deal with institutional changes and to ensure quality educational outcomes.

The Board of Regents have engaged several nationally recognized compensation consultants over the past couple of years, to assess where the USHE is on compensation and to recommend best practices in that arena. The result of this effort is a model that is principle-based, market-driven, and provides greater clarity in providing fair, equitable, and reasonable treatment on the compensation front for institutional presidents.

Proposed changes to the policy include:

- Use median salaries of Regent approved and institutionally accepted peer institutions as market benchmarks.
 - These peer institutions are not aspirational sets, but rather are based on comparability in enrollments, mission, academic programs, etc.

- Requires the Commissioner, in consultation with the Presidential Compensation Committee, to establish steps leading over time to the peer median market benchmark.
- Requires an annual survey of peer institution set salary data to maintain accuracy.
- Provides that, based on satisfactory performance during the Spring Resource and Review Team informal reviews annual adjustments to presidential salary will be based either on a step increase leading to the market benchmark or, if the salary is above the benchmark, a cost-of-living adjustment (COLA).

Attached to this cover memo is a copy of the revised R205, *Presidential Appointment, Term of Office, and Compensation and Benefits*, designed to effectuate this more structured, fair, objective, and market-based format to USHE presidential compensation.

The board's Compensation Committee met on May 8, 2013, reviewed this proposal, and recommends it to the full board.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the revised, R205, *Presidential Appointment, Term of Office, and Compensation and Benefits*, discuss its implications, and then approve the changes that formalize presidential compensation adjustments going forward, effective immediately.

David L Buhler
Commissioner of Higher Education

DLB/GLS/CRW/DAM
Attachments



R205, Presidential Appointment, Term of Office, and Compensation and Benefits¹

R205-1. Purpose: To provide for the appointment, competitive compensation and benefits, and terms of office of Presidents of institutions.

R205-2. References

- 2.1. Utah Code §53B-2-102 (Board to Appoint President of Each Institution)
- 2.2. Policy and Procedures R209, Appraisal of Chief Executive Officers
- 2.3. Policy and Procedures R207, Institutional Residences for Colleges and Universities in the Utah System of Higher Education

R205-3. Policy

3.1. Preamble: To meet the challenges of a quality system of higher education, and to promote the future of Utah and the state economy in a highly competitive national marketplace the Board must attract and retain exceptional leadership talent to serve as the Presidents of Utah System of Higher Education institutions.

3.2. Appointments: Presidential appointments in the Utah System of Higher Education shall be made by the Regents in accordance with State law. Presidents shall be appointed without a specified term of office. They shall serve at the pleasure of the Board and at such salary and related benefits as appropriate to the institution, as determined by the Board.

3.2.1. Annual Report of President and Commissioner Compensation: The Office of the Commissioner shall prepare and submit to the Board an annual report detailing presidential and commissioner compensation, including compensation from private as well as public sources which is directly associated with his or her service as president or commissioner.

3.3. Term of Office: The length of time that a President shall be asked to continue to serve will vary with both the individual and with the unique circumstances at a given institution. The Board's decision on retention of a President shall not be based solely upon adequacy of performance but upon a finding that the President is excelling in his or her duties and that the institution continues to benefit from outstanding leadership and from presidential service that is truly distinguished.

3.4 Compensation

3.4.1 It is the policy of the Board of Regents to seek to attract and retain highly effective and skilled Presidents; to recognize the achievements of the Presidents while serving the USHE institutions; and to compensate the Presidents in a market competitive manner to advance these goals, within the parameters of the fiscal resources of the institutions. Presidential salary decisions will be made according to the framework described below. Criteria for assessing and adjusting salary will include:

¹ Adopted April 25, 1978, amended February 26, 1988, March 25, 1988, November 4, 1994, January 16, 2004 and August 19, 2005, and April 18, 2008.

3.4.2 Market competitiveness increases will be made using relevant institutional comparators including institutional mission, size, and budget. Peer benchmarks will be identified by the Commissioner's Office in consultation with the institutions and approved by the Board with respect to salary. Salaries will be based on those reported publicly to the College and Professional Association for Human Resources (CUPA) and every effort will be made that they are comparable. Peer salary targets will be the median of the range of presidential salaries from peer institutions. These targets will be adjusted annually so as to keep the salary comparison framework current.

3.4.2.1 The Commissioner, in consultation with the Presidential Compensation Committee, will establish steps leading to annual adjustments that will be made to the presidents' salaries by July 1 following favorable Spring Resource and Review teams' informal reviews of presidential performance until the targeted benchmarks are reached.

3.4.2.2 This annual presidential salary adjustment will be based on either a step increase for the established targeted benchmarks or a cost-of-living (COLA) increase should the president be above the targeted benchmark for that given year.

3.4.2.3 For the Commissioner, market and performance compensation adjustment shall be determined annually by the Chair and Vice Chair based on performance, USHE presidential salaries and SHEEOs of governing boards.

3.4.3 Once market equity is achieved, the Board may continue to grant increases based on merit.

3.4.4 Non-state income, including compensation for board service and any other supplemental income related to the Commissioner's or a President's position, must be reported annually to the Executive Committee of the Board.

3.4.3.5. Benefits

~~3.4.1.~~ 3.5.1 Presidents receive the same staff benefits provided by policy for all other institutional employees, e.g. group life insurance, health and accident insurance, retirement, and tuition waivers. The Board may further authorize supplemental life insurance, deferred compensation, or other salary supplements as part of the Regent's goal to maintain peer equity in the compensation of the USHE Presidents.

~~3.4.2.~~ 3.5.2 As provided by statute, Presidents receive an automobile for the President's institutional and personal use. During periods of extended personal use the costs of gasoline, oil and other routine expenses shall be borne by the President. Each President, in consultation with the institution's chief financial officer and in compliance with I. R. S. regulations, is responsible to document personal use of the automobile so that the associated total costs are treated as part of the President's compensation for income tax purposes.

~~3.4.3.~~ 3.5.3 Presidents may, with approval of the institutional Board of Trustees, choose to take a vehicle allowance rather than a designated state vehicle. Allowances shall be set by a vote of the Board of Trustees. The approved rate shall not exceed the rate established by the State Division of Fleet Operations for an "Executive Full-size" vehicle.

~~3.4.4.~~ 3.5.4 If expressly authorized by the Board in furtherance of the Presidents' responsibilities, Presidents may receive such benefits as sabbatical privileges, leaves of absence, individual professional association memberships, club memberships and dues for use in carrying out the role of President.

~~3.4.5~~ 3.5.5 Effective April 18, 2008, Presidents may be granted tenure to an academic department of an institution only with the express prior approval of the Board of Regents.

~~3.5.~~ 3.6 Spouse Benefits

~~3.5.4.~~ 3.6.1. The Regents recognize that spouses are not obligated or expected to participate in the activities and operations of the college or university. However, they often make a large and uncompensated contribution to the affairs of the institution. In such cases, their capacity to represent and often substitute for the President at functions within the institution and the community, and their individual involvement in institutional events, fund raising, alumni and other activities can provide an important additional strength to the institution.

~~3.5.2.~~ 3.6.2 To help facilitate a participating spouse in carrying out his or her responsibilities, the Board of Regents hereby appoints each President's spouse to a position at the institution of "Special Assistant to the President" at a salary of one dollar a year. No extra benefits, except those specifically covered by this policy, are provided to spouses.

~~3.5.3.~~ 3.6.3 Actual expenses for travel, lodging, and meals of spouses may be paid by the institution when spouses participate in meetings, conferences, and workshops specifically related to the presidential role, and when participation in official functions such as alumni development, fundraising, and institutional advancement is deemed beneficial. Institution-related travel expenses incurred will be reimbursed according to established Board policy and procedures. The institution will provide insurance coverage, equivalent to that provided to volunteers or paid institutional employees, for a spouse while performing institutional business. More than nominal compensation and additional benefits are not provided to spouses. An annual report of the expenditures described herein shall be submitted along with the report and budget for institutional residences (see R207-3.6.)

~~3.5.3.~~ 3.6.3 When spouses accompany presidents on trips, but their presence is not deemed beneficial for institutional purposes under section 3.5.3, the expenses for the spouse will not be paid by the institution.

~~3.6.~~ 3.7. **Policy Applicable to the Commissioner of Higher Education:** The provisions of this policy shall also apply to the Commissioner of Higher Education, as appropriate.

May 8, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE - Enrollment Projections

Issue

Attached are the Utah System of Higher Education enrollment projections for the next ten years from academic year 2012-2013 to 2022-2023. The projections estimate fall semester end-of-term headcount, and full-time equivalent (FTE) students, as well as annualized FTE (based on end-of-term enrollments) for each of the system institutions.

Current projections estimate that the USHE system will grow to approximately 230,000 students (158,000 FTE) by the fall 2022 semester, and an annualized enrollment of 175,000 full-time equivalent students for the 2022-23 academic year. This represents a projected system annualized FTE growth rate of 2.4% over the next 10 years. These estimates may be used in concert with additional data points when conducting mid to long-range planning.

In order to recognize the distinct missions and goals, institutions have developed unique projection models to estimate future enrollments. These models are based on institutional and state data sets that include (but are not limited to) such variables as: Utah population by age, high school graduations, and unemployment estimates.

Short term projection numbers in this report are quite volatile with many unknown factors influencing the projections. Some of these unknown factors are the impact of: changes to institutional missions and policy, changes in the economic environment, and changes regarding the age of missionary service for LDS students. Some institutions have chosen to try and model short term changes, while others have chosen to ignore short term anomalies assuming that the overall trend and net effect by year ten of the projection cycle will provide the same information for long-term analysis.

Projection models are evaluated annually in an open forum/peer review format comprised of institutional research professionals from each of the USHE institutions (April 25th, 2013). In each case, the assumptions and methods used by each institution were accepted as valid for estimating future enrollments. A check of last year's projected fall headcounts and FTE's to actual counts shows that system wide projections were slightly higher than actual enrollments by about 3.4% (within a \pm 5% margin of error). Much of the decline in enrollments can be attributed to changes in administrative admission policies on the campuses as well as the impact of statewide economic recovery.

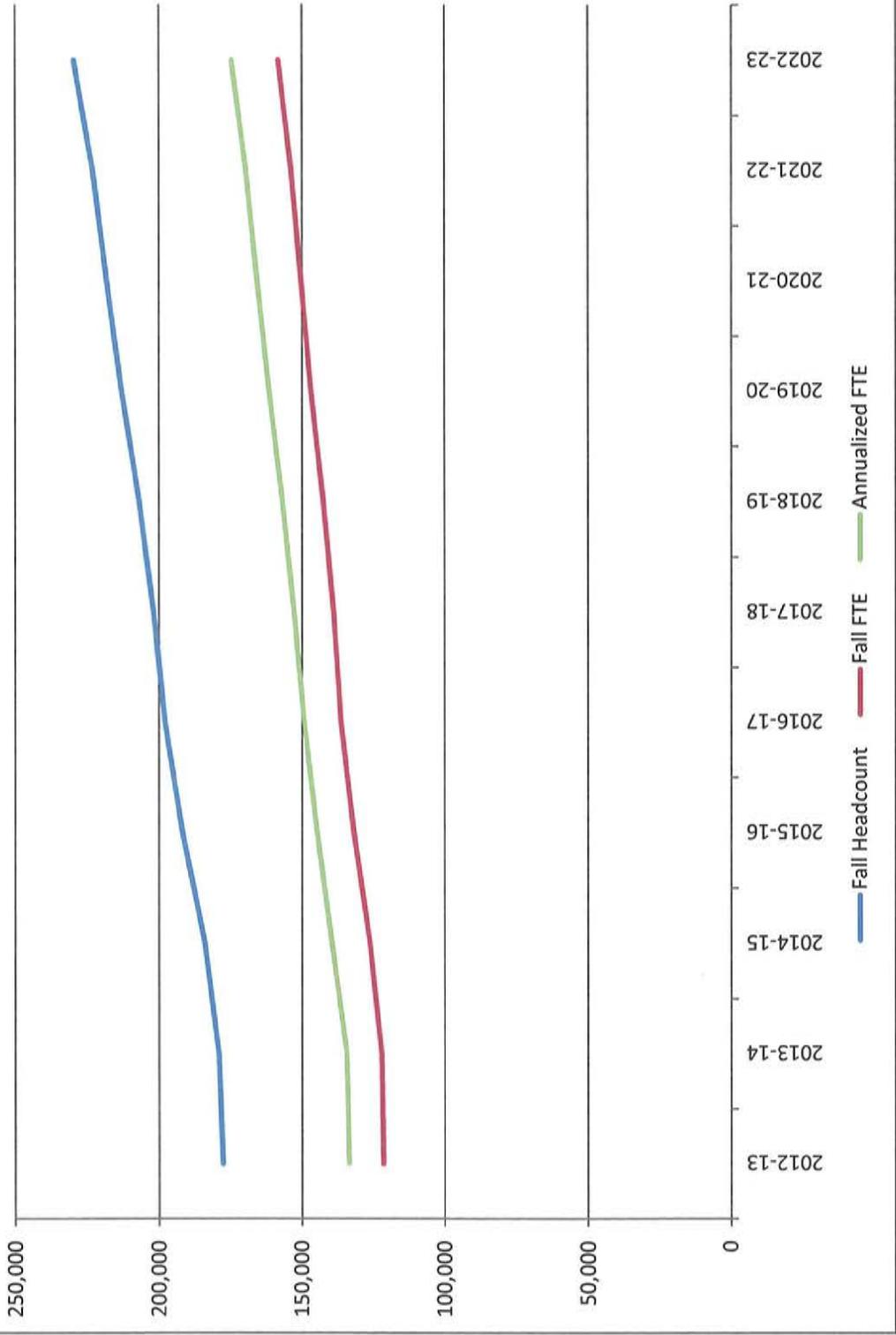
Commissioner's Recommendation

The Commissioner recommends the Regents approve the long-term enrollment projections for higher education in the State of Utah.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/JAC
Attachment

USHE Projections - System Totals



Headcount

Fall Semester - End of Term

Institution	Projected											10 yr Growth Rate			
	Projected	Actual	Difference	2012	2013	2014	2015	2016	2017	2018	2019		2020	2021	2022
University of Utah Annual Growth	33,955	33,196	(759) -2.2%		33,340 0.4%	33,910 1.7%	35,444 4.5%	35,862 1.2%	35,650 -0.6%	35,971 0.9%	36,259 0.8%	36,512 0.7%	36,732 0.6%	36,952 0.6%	1.1%
Utah State University Annual Growth	30,374	29,116	(1,258) -4.1%		30,672 5.3%	31,294 2.0%	31,930 2.0%	32,581 2.0%	33,247 2.0%	33,928 2.0%	34,625 2.1%	35,338 2.1%	36,068 2.1%	36,814 2.1%	2.4%
Weber State University Annual Growth	26,025	26,868	843 3.2%		25,778 -4.1%	28,057 8.8%	29,705 5.9%	31,111 4.7%	31,714 1.9%	32,741 3.2%	34,718 6.0%	35,678 2.8%	36,241 1.6%	38,352 5.8%	3.6%
Southern Utah University Annual Growth	8,762	8,706	(56) -0.6%		7,992 -8.2%	8,232 3.0%	8,602 4.5%	8,989 4.5%	9,169 2.0%	9,353 2.0%	9,540 2.0%	9,730 2.0%	9,925 2.0%	10,124 2.0%	1.5%
Snow College Annual Growth	4,610	4,598	(12) -0.3%		3,916 -14.8%	4,189 7.0%	4,323 3.2%	4,478 3.6%	4,655 4.0%	4,857 4.3%	5,087 4.7%	5,348 5.1%	5,644 5.5%	5,979 5.9%	2.7%
Dixie State University Annual Growth	9,211	8,587	(624) -6.8%		8,600 0.2%	8,600 0.0%	9,000 4.7%	9,400 4.4%	9,800 4.3%	10,200 4.1%	10,600 3.9%	11,000 3.8%	11,400 3.6%	11,800 3.5%	3.2%
Utah Valley University Annual Growth	34,085	31,666	(2,419) -7.1%		31,120 -1.7%	32,394 4.1%	34,823 7.5%	37,022 6.3%	38,499 4.0%	40,037 4.0%	41,640 4.0%	43,310 4.0%	45,042 4.0%	46,843 4.0%	4.0%
Salt Lake Community College Annual Growth	36,871	34,882	(1,989) -5.4%		37,679 8.0%	37,314 -1.0%	38,548 1.7%	39,192 1.7%	39,192 1.7%	39,862 1.7%	40,549 1.7%	41,267 1.8%	42,008 1.8%	42,719 1.7%	2.0%
USHE Totals Annual Growth	183,893	177,619	(6,274) -3.4%		179,097 0.8%	183,990 2.7%	191,746 4.2%	197,991 3.3%	201,926 2.0%	206,949 2.5%	213,018 2.9%	218,183 2.4%	223,060 2.2%	229,583 2.9%	2.6%

Full-Time Equivalent

Fall Semester - End of Term

Institution	Projected	Actual	Difference	Fall Semester - End of Term										10 yr Growth Rate
				2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
University of Utah Annual Growth	28,067	27,250	(817) - 2.9%	27,630 - 1.6%	28,065 1.6%	29,333 4.5%	29,679 1.2%	29,441 - 0.8%	29,706 0.9%	29,944 0.8%	30,154 0.7%	30,334 0.6%	30,516 0.6%	30,516 1.1%
Utah State University Annual Growth	22,159	21,052	(1,107) - 5.0%	22,451 6.6%	22,954 2.2%	23,442 2.1%	23,916 2.0%	24,376 1.9%	24,821 1.8%	25,253 1.7%	25,671 1.7%	26,075 1.6%	26,485 1.6%	26,485 2.3%
Weber State University Annual Growth	16,521	16,781	260 1.6%	16,346 - 1.1%	17,964 9.9%	19,134 6.5%	20,133 5.2%	20,561 2.1%	21,290 3.5%	22,694 6.6%	23,375 3.0%	23,775 1.7%	25,274 6.3%	25,274 4.2%
Southern Utah University Annual Growth	6,718	6,653	(65) - 1.0%	6,137 - 8.6%	6,382 4.0%	6,702 5.0%	7,037 5.0%	7,213 2.5%	7,393 2.5%	7,578 2.5%	7,767 2.5%	7,961 2.5%	8,160 2.5%	8,160 2.1%
Snow College Annual Growth	3,642	3,556	(86) - 2.4%	2,934 - 19.4%	3,183 8.5%	3,327 4.5%	3,493 5.0%	3,682 5.4%	3,961 7.6%	4,205 6.2%	4,482 6.6%	4,797 7.0%	5,155 7.5%	5,155 3.8%
Dixie State University Annual Growth	6,799	6,443	(356) - 5.2%	6,450 0.1%	6,450 0.0%	6,730 4.3%	7,010 4.2%	7,290 4.0%	7,570 3.8%	7,850 3.7%	8,130 3.6%	8,410 3.4%	8,690 3.3%	8,690 3.0%
Utah Valley University Annual Growth	23,636	21,651	(1,985) - 8.4%	21,162 - 10.5%	22,028 4.1%	23,680 7.5%	25,175 6.3%	26,179 4.0%	27,225 4.0%	28,315 4.0%	29,451 4.0%	30,629 4.0%	31,854 4.0%	31,854 3.9%
Salt Lake Community College Annual Growth	18,505	18,072	(433) - 2.3%	18,863 1.9%	19,118 1.4%	19,441 1.7%	19,782 1.8%	20,135 1.8%	20,508 1.9%	20,894 1.9%	21,305 2.0%	21,732 2.0%	22,137 1.9%	22,137 2.0%
USHE Totals Annual Growth	126,047	121,458	(4,589) - 3.6%	121,973 - 3.2%	126,145 3.4%	131,788 4.5%	136,225 3.4%	138,877 1.9%	142,474 2.6%	146,733 3.0%	150,335 2.5%	153,713 2.2%	158,271 3.0%	158,271 2.7%

Annualized FTE

Academic Year

Institution	Academic Year											11 yr Growth Rate	
	2011- 12*	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22		2022- 23
University of Utah	31,004	31,125	31,615	33,044	33,434	33,497	33,799	34,069	34,308	34,513	34,720	34,894	
Annual Growth		0.4%	1.6%	4.5%	1.2%	0.2%	0.9%	0.8%	0.7%	0.6%	0.6%	0.5%	1.1%
Utah State University	23,001	23,000	24,658	25,314	25,985	26,671	27,373	28,092	28,827	29,579	30,348	31,135	
Annual Growth		0.0%	7.2%	2.7%	2.7%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.6%	2.8%
Weber State University	17,631	17,768	17,602	19,133	20,241	21,186	21,591	22,281	23,609	24,254	24,633	26,051	
Annual Growth		0.8%	-0.9%	8.7%	5.8%	4.7%	1.9%	3.2%	6.0%	2.7%	1.6%	5.8%	3.6%
Southern Utah University	7,282	7,240	6,733	7,002	7,352	7,720	7,913	8,111	8,314	8,522	8,735	8,953	
Annual Growth		-0.6%	-7.0%	4.0%	5.0%	5.0%	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%	1.9%
Snow College	3,405	3,558	2,902	3,164	3,319	3,496	3,699	3,930	4,193	4,493	4,832	5,243	
Annual Growth		4.5%	-18.4%	9.0%	4.9%	5.3%	5.8%	6.2%	6.7%	7.2%	7.5%	8.5%	4.0%
Dixie State University	6,754	6,490	6,490	6,490	6,790	7,090	7,390	7,690	7,990	8,290	8,590	8,890	
Annual Growth		-3.9%	0.0%	0.0%	4.6%	4.4%	4.2%	4.1%	3.9%	3.8%	3.6%	3.5%	2.5%
Utah Valley University	24,159	23,782	22,749	23,680	25,456	27,063	28,143	29,267	30,439	31,660	32,929	34,243	
Annual Growth		-1.6%	-4.3%	4.1%	7.5%	6.3%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	3.2%
Salt Lake Community College	21,100	20,447	21,485	21,689	22,067	22,470	22,888	23,333	23,797	24,293	24,812	25,300	
Annual Growth		-3.1%	5.1%	0.9%	1.7%	1.8%	1.9%	1.9%	2.0%	2.1%	2.1%	2.0%	1.7%
USHE Totals	134,336	133,410	134,234	139,516	144,644	149,193	152,796	156,773	161,477	165,604	169,599	174,709	
Annual Growth		-0.7%	0.6%	3.9%	3.7%	3.1%	2.4%	2.6%	3.0%	2.6%	2.4%	3.0%	2.4%

May 8, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Capital Development Prioritization (CDP) Cycle – Adoption of Priority Guidelines

Issue

Regents policy, R741, *Capital Development Prioritization – CDP*, requires the Regents to establish priority guidelines to be used in each Capital Facilities Evaluation Cycle. The materials that follow are prepared for that purpose.

Background

The four steps of the policy are:

- Step 1 – Establishment of Priority Guidelines*
- Step 2 – Submission of Requests*
- Step 3 – Analysis and Scoring of Needs*
- Step 4 – Prioritization of Projects for Funding Consideration*

The purpose of this agenda item is to establish the priority guidelines stipulated in Step 1, that are designed to help institutions focus on the most pressing and critical needs of the system and to guide the subsequent use of the Regents' Priority Points in the final prioritization of the requested projects.

The attached proposed guidelines are based on the provision of the policy that a portion of the points should be structured to apply to predetermined goals and objectives (Guideline Based Points) and that a portion be reserved for Regents' application after careful and deliberate evaluation of the most urgent needs and most significant opportunities for moving the higher education system forward as a whole (Discretionary Points). The relevant section of the policy is as follows:

3.4.1. Regents' Priority Points – *In addition to the "Scoring Points" of the projects, the Regents may award up to 25 additional points per institution. **These points are designed to position institutions to further develop and enhance their assigned missions and roles, including projects to: improve existing facilities and restore building life, update existing space to meet current and emerging program requirements, changes in role and mission, emerging needs in branch and satellite campuses, projects for which a prior year commitment has been made, projects to resolve major infrastructure problems, etc.***

These points, ranging from 0-25, are to be assigned discretionarily by the Regents in the context of the approved capital facilities priority guidelines, and after careful consideration of the relative importance and/or seriousness of the need for the affected projects as determined by the Regents. These points should be used in a consistent manner that enables USHE institutions to pursue strategic and long-term capital development planning while also providing the means to respond to external time-sensitive factors such as: the existing funding climate; environmental, political, demographic, and economic development considerations; technological needs; et al.

The proposed guidelines are similar to those of last year when the Regents chose to award up to ten (10) points based on the "guidelines" they established with the remaining fifteen (15) points to be awarded on a discretionary basis after careful evaluation of each project and conscientious consideration of those representing the most pressing and critical USHE needs. The guidelines state that the goal is "to position institutions to further develop and enhance their assigned missions and roles" and "to give appropriate consideration to projects that respond straightforwardly in helping to achieve the goals and recommendations of the *HigherEdUtah 2020 Plan*."

Use of the Regents Priority Points is purposefully intended to provide flexibility in responding to:

- Enrollment pressures
- Serious major non-building infrastructure deficiencies
- Condition of facilities (including life safety as well as physical and functional obsolescence)
- Innovative and cost effective approaches to the delivery of instruction
- Enhancement and changes in role and mission of institutions
- Other evolving needs and opportunities

Commissioner's Recommendation

The Commissioner recommends that the proposed guidelines and procedures be adopted after careful deliberation and consideration by the Board. It is further recommended that the Regents continue the practice of appointing a Building Priorities Task Force to visit each institution; to carefully evaluate the circumstances of each project requested to enable the Regents to become more familiar with the pressing needs and become focused on those that are the most critical; and at the appropriate time to make a recommendation to the full board for application of the Regents' Priority Points.

David L. Buhler
Commissioner of Higher Education

2013-14 USHE CDP GUIDELINES & PRIORITIZATION PROCESS
Application of Regents Priority Points

Step 3 - Analysis and Scoring of Needs - The “Analysis and Scoring of Needs” component of the CDP process using space standards and driven primarily by growth in enrollment and staffing remains in force as do consideration for serious facility condition and functional obsolescence needs, donated and/or other non-state provided funds, and/or critical infrastructure defects. Relevant information from the Paulien Facilities Space Study also will be utilized in this analysis and scoring process.

Step 4 – Prioritization of Projects for Funding Consideration - After these issues have been dealt with in the scoring process, the Regents have a category of **Regents Priority Points** that they may use on a discretionary basis to address what are determined to be the most pressing and critical USHE needs. The proposed guidelines for the 2012-13 prioritization process are as follows:

Guideline Based Points

0-10 Points

<p>Critical Programmatic and Infrastructure Needs</p> <ul style="list-style-type: none"> • Imminent threats to daily operations and program delivery • Extraordinary economic development/competitive opportunities • Enhancement of critical programs (science, engineering, technology, etc.) • Facilities needs to achieve 2020 Plan goals 	<p>10 Points</p>
<p>High Priority Issues</p> <ul style="list-style-type: none"> • Strategic Planning & Time-sensitive Issues Branch and satellite campus development Significant changes in role and mission Mergers and Partnerships Emerging time-sensitive opportunities • Operational and Programmatic Efficiency Sustainability (energy conservation and efficiency) Operational Efficiency (optimization of O&M costs) Innovative and cost effective delivery of academic programs Improved space utilization Eliminate functional obsolescence of equipment and space 	<p>} 5-8 Points</p>
<p>Fulfills a Non-Critical Need</p> <ul style="list-style-type: none"> Core programmatic enhancement Strengthen program deficiencies 	<p>3 Points</p>
<p>Project Does Not Qualify for Regents’ Priority Points</p>	<p>0 Points</p>

Discretionary Points

0-15 Points

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

Total Regents Discretionary Points

25 Points

May 8, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: UHEAA Revenue Bonds

Issue

Previous Board action authorized the UHEAA staff and their advisors to enter negotiations regarding a Voluntary Closing Agreement Program (VCAP) for certain UHEAA tax-exempt bonds. At the May 2, 2013 meeting, the UHEAA Board and the Student Finance Subcommittee approved a joint recommendation for Board of Regents' consideration to execute a closing agreement in accordance with the VCAP program. Further Board of Regents' action is required to authorize completion of the VCAP by executing a closing agreement.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve executing a closing agreement in accordance with the Voluntary Closing Agreement Program.

David L. Buhler
Commissioner of Higher Education

DLB/DAF

May 8, 2013

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE Utilities Infrastructure Study

Issue

In response to concerns expressed by Regents and Legislators regarding the potential for significant future utilities infrastructure problems at USHE institutions, the concerns having been raised while addressing infrastructure needs at the University of Utah, the Utah System of Higher Education has recently completed a substantial study of those issues. An Executive Summary of the findings of that study is attached for Regental review.

Background

This infrastructure study was conducted over the course of the past year with significant contributions having been made by USHE Facility Management representatives, private consultants, representatives from the Utah Department of Administrative Services and the Division of Facilities Construction and Management, and Finance and Facilities staff members in the Office of the Commissioner.

The resulting report provides an inventory of current USHE infrastructure assets, summarizes efforts nationally to address infrastructure funding, provides a history of policy efforts in the facilities arena within the State of Utah, and outlines the issues faced by the USHE's institutionally owned utilities systems. The report discusses the lack of a dedicated funding mechanism for utilities infrastructure projects and also puts the infrastructure funding and oversight issues in the context of the broader need to adequately fund routine repair and preventive maintenance as well as deferred maintenance.

Key Findings of the Study

The key findings of the report are:

- Underfunding of maintenance and repair of higher education facilities and infrastructure is a widespread and persistent problem in Utah and across the country.
- Over the past 15 years, 28% of all Capital Improvement Funds allocated to USHE institutions has been used for utilities infrastructure projects.

- The projected cost for USHE infrastructure replacement needs over the next 50 years was placed at \$836 million; the projections were provided by an independent cost consulting firm.
- A major challenge facing USHE institutionally owned utility systems is the lack of a dedicated capital funding mechanism to replace these long-lived and expensive utilities infrastructure assets in a timely manner.

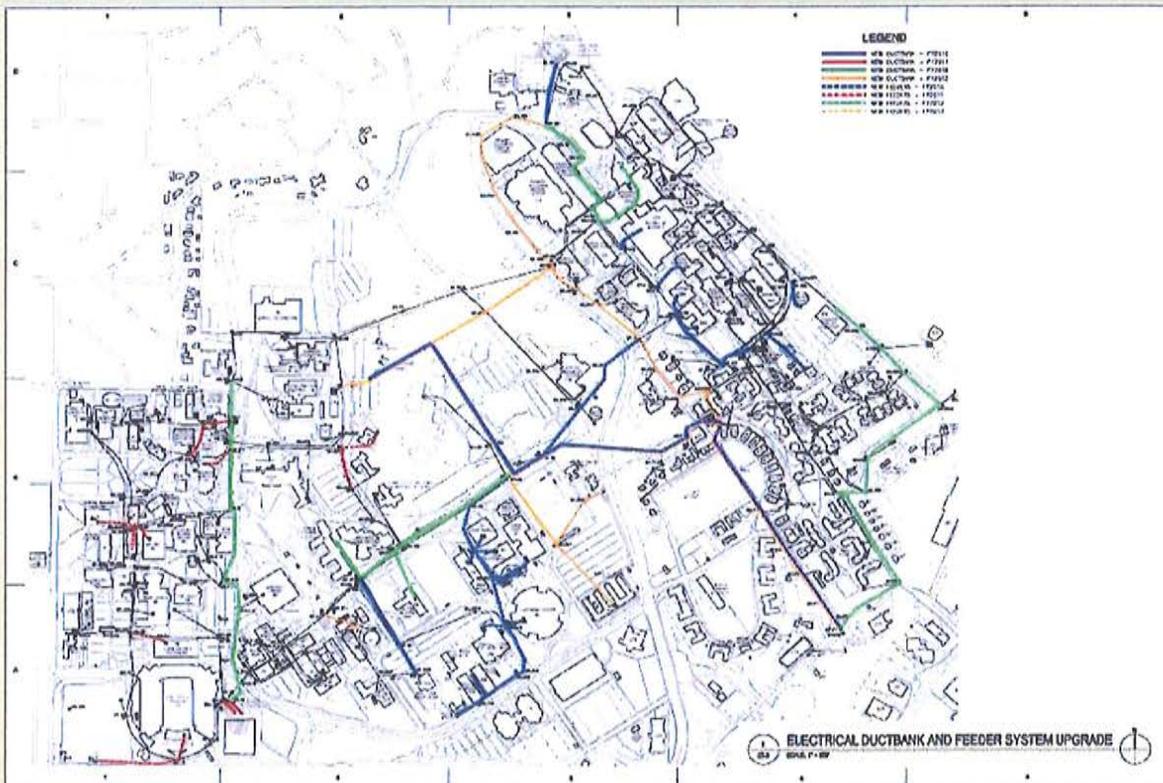
Commissioner's Recommendation

This is an information item only; no action is needed. The Commissioner does recommend that, given the significance and importance of this issue, the Regents take the time to look at the full report, which can be accessed at www.higheredutah.org/facilities/, to gain a better understanding of the complex issues and possible solutions to the problems faced.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

UTAH SYSTEM OF HIGHER EDUCATION UTILITIES INFRASTRUCTURE STUDY (EXECUTIVE SUMMARY)



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

View full report www.higheredutah.org/facilities

Foreword

The State of Utah has made a substantial investment in the campuses that comprise the Utah System of Higher Education (USHE) and the capital facilities on those campuses serve to embody those investments. Well-maintained and programmatically current physical facilities are critical for attracting talented students, faculty, and staff to the USHE campuses, and for providing a quality learning and research environment once they arrive on campus sites. Attractive and technologically up-to-date buildings are a necessary condition for the USHE institutions to lead out in helping the State achieve its educational and economic goals. Another critical component of facilities investment, often unnoticed historically, is the utilities infrastructure which consists of production assets and distribution networks that service the buildings on each campus site.

Approximately one year ago, the USHE System brought together a group of individuals from across the State, tasked with more fully researching and documenting the condition of the utilities infrastructure piece of USHE capital facilities. Those individuals involved spent a great deal of time and effort in preparing this report that could well inform future decisions in the State of Utah on the utilities infrastructure front for years to come.

This report brings together in one place for the first time, important historical documentation regarding the production and distribution assets that comprise the utilities infrastructure systems present at the USHE campuses and the projected future funding needs of such systems. Significantly, the report takes the additional step of surveying national funding models for infrastructure, to see what the State of Utah might glean from other States. And perhaps most importantly, for those with limited time, it provides an Executive Summary which succinctly outlines the Key Issues surrounding USHE utilities infrastructure systems, and provides Recommendations for assuring that the existing infrastructure can successfully support higher education's facilities needs going forward. For the reader that can afford a deeper dive into the materials, the narrative of the report is further embellished with various appendices that cover the materials presented in substantially more detail.

A special thanks is due to W. Ralph Hardy, the Assistant Commissioner for Facilities Planning for the USHE System, as he not only served as the facilitator of the many group meetings for this project, but also as the primary author of the materials that comprise this report. Members of the Project Steering Committee and the Inventory and Assessment Task Force also contributed significantly to the narrative and appendices that are attached. We thank you for your interest in the results of this project.

Dr. Gregory L. Stauffer
Associate Commissioner for Planning, Finance, & Facilities

ACKNOWLEDGEMENTS

This report is the result of the efforts of numerous dedicated people in the Utah System of Higher Education and Utah State Government as well as the contributions of private consultants. A special thanks to the following individuals:

Project Steering Committee

Michael G. Perez, University of Utah Associate VP for Facilities Management
Charles Darnell, Utah State University Associate VP for Facilities
Kevin P. Hansen, Weber State University Associate VP for Facilities and Campus Planning
Robert Askerlund, Salt Lake Community College, Assistant VP of Facilities Services
Dr. Gregory L. Stauffer, OCHE, Assoc. Commissioner for Planning, Finance, and Facilities
W. Ralph Hardy, OCHE, Assistant Commissioner for Facilities Planning

Inventory and Assessment Task Force

Cory D. Higgins, University of Utah, Director of Plant Operations
Mark Holt, Utah State University, Electrical Engineer
Sheila Burghardt, USU Eastern, Facility Director
Jacob Cain, Weber State University, Energy and Sustainability Manager
David Tanner, Southern Utah University, VP for Facilities Management
Robert Oliver, Snow College, Director of Facilities and Auxiliaries
Sherry Ruesch, Dixie State University, Executive Director for Campus Services
James Michaelis, Associate VP for Facilities Planning
Robert Askerlund, Salt Lake Community College, Assistant VP of Facilities Services

State Government

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Construction Control Corporation

Kenneth W. Ament, President
Kris A. Larson, Senior Cost Estimator

Chevron Energy Solutions

Robert Hooper, Business Development Manager
Frank Gallardo, Intermountain Region Project Manager

Executive Summary of Utilities Infrastructure Report

In order to provide a system of higher education that meets the needs of our state, Utah's public colleges and universities must have campuses and facilities that are up to date, reliable, and safe. Campus facilities are among the state's most valuable assets and represent significant taxpayer investment and expense. The challenges of keeping campus buildings, utilities infrastructure, landscape, hardscape and roads are many, and are exacerbated by age.

This report outlines the issues faced by the Utah System of Higher Education's institutionally owned utilities systems, including the lack of a dedicated funding mechanism to update utilities infrastructure needs in a timely manner. This report also puts the funding and oversight issues in the context of the broader need to adequately fund routine repair and preventive maintenance and deferred maintenance.

The findings of this report are consistent with those of numerous national studies, which have found that *"underfunding of maintenance and repair is a widespread and persistent problem"* across higher education facilities and infrastructure for many decades. (See Appendix B for the relevant references)

Key Issues Highlighted in the Report

- The recommended minimum budget allocation for capital renewal of buildings is 2.0% of the Current Replacement Value (CRV) of the facilities (1.5% for capital renewal and 0.5% for remodeling). While Utah was once a leader in addressing this important need by establishing Capital Improvement Funding in 1994, the statutory target of 1.1% is below the 2.0% recommended by professional industry studies. Furthermore, funding at the 1.1% level has only occurred three times since the statute's inception. Also significantly, while the CRV base used to calculate the amount of improvement funds available does not include the full replacement cost for utility distribution systems and generating plants, 28% of the Capital Improvement funds allocated over the past 15 years have been needed for utilities infrastructure projects. Some funds have also been needed for renewal and replacement of other non-building infrastructure including landscape, hardscape (surface parking, plazas, and sidewalks), safety and security (e.g., exterior campus lighting) and roads.
- Five USHE institutions have their own high-voltage substations, and a sixth is in the process of being installed. All institutions own and operate electrical distribution systems. The advantages of these institutionally-owned electrical power production and distribution systems include:
 1. Power Rate-Based Cost Reduction
 2. Reliability of Power
 3. Quality of Power
 4. Service Responsiveness

5. Accessibility for Maintenance

- There are two ongoing funding mechanisms (1. & 2. below) and several periodic mechanisms (3. through 5. below) used to fund maintenance, repair and replacement of facilities on USHE campuses.
 1. Annual Operation & Maintenance (O&M) Budgets: address routine maintenance and repairs
 2. Capital Improvement Funding: addresses capital renewal and replacement needs
 3. Energy Service Companies (ESCO) and Other Energy Savings Related Funding
 4. Capital Development Funding
 5. Other Institutional Funds
- As the Legislature considers potential funding mechanisms, it is important to bear in mind the condition, capacity and sustainability of the assets being maintained.
- ***A key desired outcome of this report is to focus attention on the need for dedicated, permanent revenue streams for the rehabilitation and replacement of USHE utilities production and distribution infrastructure.*** An evaluation of those needs that was commissioned as a part of this study shows an estimated need of \$836.2 million (in current dollars) of replacement costs for these assets over the next 50 years which are shown graphically below:

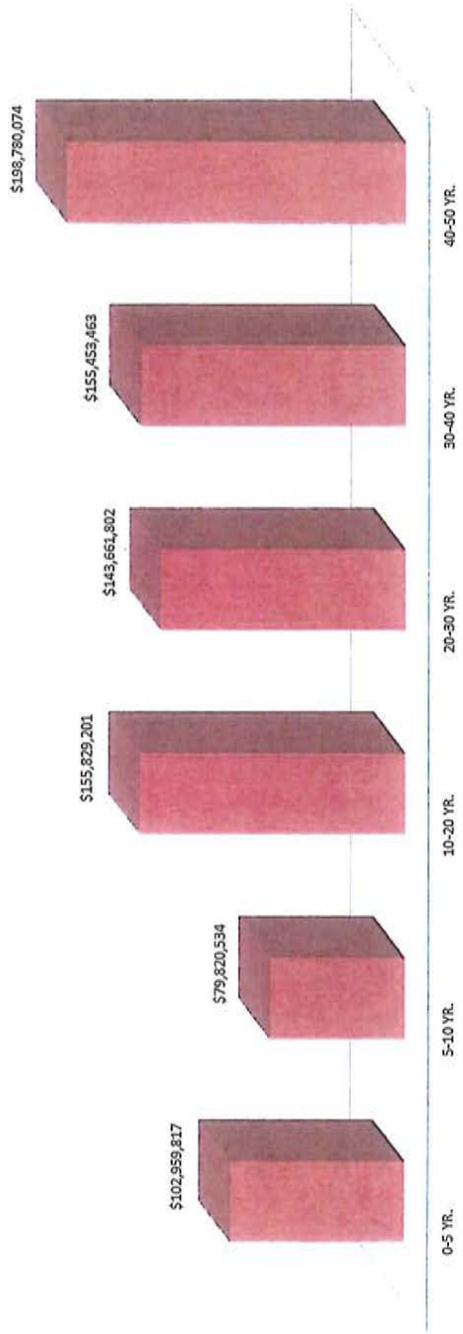


Recommendations:

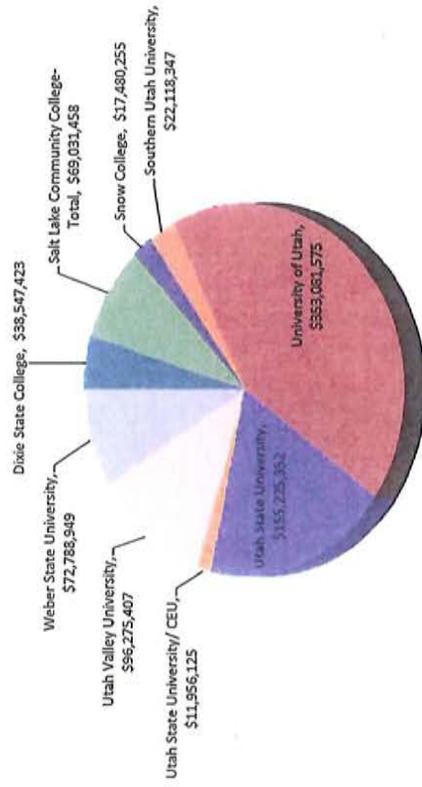
1. **Institutional Ownership of Utilities Infrastructure** – Institutional ownership and operation of these assets was found to be viable and in the financial and operational best interests of the state and should be continued.

2. **Routine Maintenance and Repair** – The adequacy of existing annual O&M budgets is marginal and should be carefully evaluated for funding increases to avert further deterioration of physical plant assets. Additionally, it is recommended that the State Legislature return to the pre-recession practice of providing state-appropriated O&M support for authorized non-state funded projects based on the “use” of the facilities rather than the “source” of capital funding.
3. **Capital Renewal Funding for Buildings and Non-utilities Infrastructure** – It is recommended that the statutory minimum of 1.1% of CRV be funded for these needs and that serious consideration be given to increasing the statutory minimum to the recommended minimum level of 2.0%, phased in over time as resources permit, in order to prevent continuing increases to the backlog of deferred maintenance needs.
4. **Utilities Production and Distribution Infrastructure** –
 - a. Condition needs – Serious consideration should be given to establishment of a separate funding mechanism for these needs, with consideration given to the establishment of perpetual “break-even” utilities as quasi-auxiliary enterprises for the ongoing operation and maintenance and provision of capital renewal of these assets.
 - b. Capacity - The utility infrastructure costs resulting from addition of all new buildings, whether capital funding comes from state-funded or non-state funded sources, should be considered to be a component of new building construction budgets, not part of the funding mechanism for renewal and replacement of existing infrastructure. This would be accomplished by requiring that applicable costs are part of the capital budgets of all new capital development projects.
5. **Deferred Maintenance** – Consideration should be given to the provision of one-time funding, from sources that might include general obligation bonding, one-time appropriations, or other one-time sources to address the growing backlog of these needs.

USHE Utilities Infrastructure Assessment



50 Year Replacement Cost- All Utilities
Total - \$836,504,891



Total 50 Year Replacement Cost- By School



UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of Minds™

May 8, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L Buhler
SUBJECT: USHE – 2013-14 Capital Improvement Funding Update

Issue

The Building Board met on April 22, 2013 and approved capital improvement (CI) allocations in the amount of \$47,860,000 for USHE institutions for FY2013-14. State agencies, colleges, and universities work collaboratively with DFCM to identify and prioritize their capital improvement needs. The materials that follow provide additional information about the process used to allocate these funds and the allocations received by USHE institutions.

Background

As defined by statute, capital improvement projects include those facilities and infrastructure projects that cost less than \$2.5 million. The statute providing (CI) funds prohibits the Legislature from funding the design or construction of any new capital development projects, except to complete already begun projects, until the Legislature has appropriated 1.1 percent of the replacement cost of existing state facilities to capital improvements. However, during a time of budget deficit, the Legislature may reduce the appropriation. During each of the past five years the legislature has, on a year by year basis, amended the statute to drop below the "budget deficit" threshold, allowing them to fund high priority capital development projects. The total amount of \$87.7 million funding allocated for statewide capital improvements for FY 2014 represents 1.02% of the replacement cost of existing state facilities.

The funding provided for FY 2014 is a \$16 million increase over the prior year, another significant improvement from the low funding levels of the recessionary years. Nevertheless, capital improvement needs continue to greatly exceed the funding provided. This continuing inadequate level of (CI) funding remains a serious concern and exacerbates the ongoing challenge of properly caring for USHE facilities.

Finally, while the legislature did not directly provide funding for the remaining utilities infrastructure needs of the University of Utah, the Building Board allocations of Capital Improvement funds includes \$2.5 million each (a total of \$7.5 million) for three projects that funds a small part of the remaining need.

The materials that follow include: (1) a summary of the process used by DFCM to arrive at their recommendations; (2) a five year summary of capital improvement funding; and (3) the detail of the projects requested and funded for USHE institutions.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

SUMMARY OF DFCM/BUILDING BOARD
CAPITAL IMPROVEMENT ALLOCATION GUIDELINES AND PROCEDURES

- Since statutory language provides funding based on a percentage of the replacement cost of existing state facilities, DFCM historically has used the percentage each state agency's facilities total is of the statewide total as a starting point for allocation of the funds. While actual amounts can deviate slightly from this guideline from year to year, they generally have been very close to the guideline.

Summary of Facility Replacement Cost vs. Share of Capital Improvement Funding			
Agency/Institution	FY 2013 Funding	% FY 2013 Funding	% Replacement Cost
Higher Education	\$ 47,860,000	57.9%	58.3%
UCAT	\$ 3,701,000	4.4%	3.0%
State Agencies	\$ 31,139,000	37.7%	38.7%
SUBTOTAL	\$ 82,700,000	100.0%	100.0%
Statewide funding Acct.	\$ 5,000,000		
Grand Total	\$ 87,700,000		

- Because total needs far exceed available funds, even in good economic times, narrowing the list of projects to the highest priority needs is a significant challenge for DFCM. For FY 2014 USHE requests totaled \$96.4 million while funding while funding allocated was only \$47.9 million.
- The Statewide Capital Improvement Fund (\$5.0 million for FY 2014) is used to deal with statewide emergency needs that surface during the year (e.g., roofing repairs, paving needs, planning, Hazmat issues) and for other ongoing project needs. Higher education institutions can qualify for some of these funds in any given year.
- Determination of the specific projects to be funded is a collaborative effort between DFCM and the institutions. The priorities developed by each campus are generally followed unless DFCM, as a result of their analysis of the needs, deems other projects to be more important.
- Because of the limited amount of funding, DFCM and the Building Board, in making their decision, have generally placed the highest priority on issues raised in assessment of facility condition and on critical repairs needed on HVAC, structural, electrical, and infrastructure systems. Repairs and upgrades addressing life safety issues generally have been given the highest priority, with 75-80% of the funds typically having gone to these issues.
- For FY 2014, the Legislature adopted intent language that specifies that at least 80% of the funds appropriated for capital improvements are to be used for maintenance or repair of existing buildings or facilities and that no more than 20% may be used for remodeling and aesthetic upgrades to meet state programmatic needs or to construct an addition to an existing building or facility.
- In addition, the intent language directed the Department of Administrative Services and the Division of Facilities Construction and Management to propose a prioritized scoring process for capital improvements to be used by the State Building Board in allocating these funds, with a copy of the prioritized list to be distributed to the Infrastructure and General Government Subcommittee prior to final approval of the list.

Summary of Capital Improvement Funding FY2010 - FY2014

Agency	FY 2010	%	FY 2011	%	FY 2012	%	FY 2013	%	FY 2014	%	Total	%
USHE												
USU Eastern	420,000	1%	1,120,000	2%	910,000	2%	800,000	1%	1,248,000	2%	4,498,000	2%
Dixie State University	600,400	2%	1,125,000	2%	1,323,100	3%	1,659,500	2%	1,707,000	2%	6,415,000	2%
Salt Lake Community College	1,733,200	5%	2,207,585	5%	2,260,000	5%	2,861,000	4%	3,861,000	5%	12,922,785	5%
Snow College	781,700	2%	1,046,500	2%	1,244,000	3%	1,448,000	2%	1,750,000	2%	6,270,200	2%
Southern Utah University	1,199,400	3%	1,750,000	4%	1,646,000	3%	2,010,000	3%	2,638,000	3%	9,243,400	3%
University of Utah	8,288,000	23%	10,252,000	22%	11,124,000	23%	20,586,000	31%	21,450,000	26%	71,700,000	25%
Utah State University	4,000,000	11%	4,970,000	11%	5,059,000	10%	5,752,000	9%	7,469,000	9%	27,250,000	10%
Utah Valley University	1,526,300	4%	2,411,000	5%	2,125,000	4%	2,645,000	4%	3,820,000	5%	12,527,300	4%
Weber State University	1,958,500	5%	2,449,500	5%	2,417,000	5%	2,775,500	4%	3,917,000	5%	13,517,500	5%
Total USHE	\$ 20,507,500	56%	\$ 27,331,585	58%	\$ 28,108,100	57%	\$ 40,537,000	60%	\$ 47,860,000	58%	164,344,185	58%
UCAT												
UCAT	1,485,000	4%	1,867,000	4%	1,452,555	3%	3,340,401	5%	3,701,000	4%	11,855,956	4%
State Agencies												
Agriculture	27,900	0%	172,760	0%	215,982	0%	255,485	0%	200,000	0%	872,127	0%
Alcoholic Beverage Control	284,200	1%	234,909	0%	267,484	1%	844,977	1%	588,000	1%	2,219,570	1%
Capitol Preservation Board	1,317,600	4%	1,842,000	4%	2,560,500	5%	1,432,000	2%	3,249,000	4%	10,401,100	4%
Community & Culture	328,200	1%	240,000	1%	80,000	0%	102,000	0%	141,000	0%	891,200	0%
Corrections	1,994,400	5%	2,476,900	5%	2,387,869	5%	3,137,869	5%	3,073,000	4%	13,070,038	5%
Courts	1,806,800	5%	2,305,766	5%	2,514,092	5%	2,715,000	4%	3,158,000	4%	12,499,658	4%
DFCM	1,423,200	4%	2,822,600	6%	2,831,350	6%	2,147,571	3%	4,903,000	6%	14,127,721	5%
Environmental Quality	1,000,000	3%	89,192	0%	-	0%	600,000	1%	-	0%	1,689,192	1%
Fairpark	183,200	1%	174,000	0%	250,457	1%	357,820	1%	619,000	1%	1,584,477	1%
Health	303,000	1%	540,000	1%	245,381	0%	903,423	1%	1,204,000	1%	3,195,804	1%
Human Services	1,574,200	4%	2,048,945	4%	2,072,000	4%	3,878,151	6%	3,783,000	5%	13,356,296	5%
National Guard	720,000	2%	975,476	2%	1,008,264	2%	2,127,000	3%	2,553,000	3%	7,383,740	3%
Natural Resources	1,265,000	3%	1,527,382	3%	2,669,000	5%	780,580	1%	2,629,000	3%	8,870,962	3%
Public Ed/Rehab/Deaf & Blind	310,200	1%	189,472	0%	256,418	1%	600,000	1%	844,000	1%	2,200,090	1%
Public Safety	172,300	0%	255,000	1%	353,423	1%	520,000	1%	546,000	1%	1,846,723	1%
Tax Commission	112,500	0%	342,663	1%	326,776	1%	799,773	1%	865,000	1%	2,446,712	1%
Transportation	1,120,000	3%	1,322,000	3%	1,260,000	3%	1,637,525	2%	2,009,000	2%	7,348,525	3%
Veterans Affairs	180,000	0%	-	0%	120,000	0%	-	0%	-	0%	300,000	0%
Workforces Services	299,800	1%	477,750	1%	408,949	1%	360,525	1%	775,000	1%	2,322,024	1%
Total State Agencies	\$ 14,422,500	40%	\$ 18,036,815	38%	\$ 19,827,945	40%	\$ 23,199,699	35%	\$ 31,139,000	38%	106,625,959	38%
Subtotal	\$ 36,415,000	100%	\$ 47,235,400	100%	\$ 49,398,600	100%	\$ 67,077,100	100%	\$ 82,700,000	100%	282,826,100	100%
Restore/Deduct FY2009 Funds**	\$ 15,000,000											
Statewide Funding	\$ 4,247,500		\$ 3,450,000		\$ 4,250,000		\$ 4,662,000		\$ 5,000,000		\$ 21,609,500	
Grand Total	\$ 55,662,500		\$ 50,685,400		\$ 53,648,600		\$ 71,739,100		\$ 87,700,000		\$ 319,435,600	

FY 2014 Capital Improvement Funding

Institution	Request	Allocation	Unfunded Balance
U of U			
HTW Plant - Replacement Boiler #1	2,500,000	2,275,000	225,000
Hillside Fire Suppression	500,000	-	500,000
Chiller Consolidation - South Area	1,375,000	1,365,000	10,000
Eyring Chemistry North Tower East Fumehood Upgrade	2,000,000	2,405,000	(405,000)
Science Area Chiller Plant Replacement - Design & Distribution Lines	450,000	1,585,000	(1,135,000)
Life Sciences Bldg. - Fume Hood Upgrade - Design Only	50,000	50,000	-
HVAC Upgrade for 585/586/587 Complex	1,000,000	450,000	550,000
Social & Behavioral Sciences Building - Replace 3 Elevators - Construction Funding		930,000	(930,000)
INSCC Fire Alarm Replacement	60,000	-	60,000
Miscellaneous, Critical Improvements	400,000	400,000	-
Study & Design Funds	150,000	150,000	-
Social & Behavioral Science - Upgrade Structure at Basement Level - Design Funded	2,100,000	240,000	1,860,000
Energy Projects Associated Work	2,500,000	2,400,000	100,000
Sidewalk and Bike Path Improvements	500,000	500,000	-
Campus Fire Alarm Reporting System Upgrade - Study	75,000	50,000	25,000
Browning Bldg - Comprehensive Condition Assessment		-	-
Develop Secondary Water System for Landscape Irrigation - North Area		-	-
Replace HVAC Controls in Buildings	750,000	750,000	-
Humanities Area Sidewalk Improvements	450,000	-	450,000
Campus Site Lighting Upgrade	400,000	-	400,000
Historical Buildings Stair Replacement	400,000	-	400,000
Biomedical Polymers Research Bldg Elevator Upgrades	500,000	-	500,000
Art & Architecture Bldgs. - Fume Hood Upgrade	350,000	-	350,000
HPER Mall Storm Water Retention/Drainage System	1,000,000	-	1,000,000
HTW Plant Seismic Upgrade - Floor Diaphragm	1,000,000	-	1,000,000
John Price Museum of Fine Art Humidity Problem	1,000,000	-	1,000,000
Eye Wash Stations in Various Buildings	450,000	-	450,000
Boiler Replacements in Various Buildings	500,000	-	500,000
Performing Arts Building Re-roof	250,000	400,000	(150,000)
Biomedical Polymers Research Repair	65,000	-	65,000
Student Services Building Reroof	375,000	-	375,000
Connor Road Repaving	200,000	-	200,000
Various Paving Repairs on Campus	100,000	-	100,000
Repave Heritage Bus Loop	200,000	-	200,000
SUBTOTAL	21,650,000	13,950,000	7,700,000
Utilities Infrastructure Project Funding			
Electrical Service Replacement to School of Medicine		2,500,000	(2,500,000)
Electrical Service Replacement to Pharmacy & Medical Examiner Areas		2,500,000	(2,500,000)
Electrical Service Replacement to Health Science Research Area		2,500,000	(2,500,000)
SUBTOTAL Utilities Infrastructure	-	7,500,000	(7,500,000)
TOTAL UU	21,650,000	21,450,000	200,000
Utah State University			
Planning and Design Fund	100,000	100,000	-
Campus-Wide Health, Life Safety, Code Compliance & Asbestos Abatement	150,000	150,000	-
Business Chilled Water & Steam	400,000	400,000	-
Campus-Wide Classroom and Auditorium Upgrades	300,000	300,000	-
CW Building Commissioning	200,000	200,000	-
Misc Critical Improvements	250,000	250,000	-
Roofing Projects	600,000	600,000	-
Campus-Wide Sign System	50,000	50,000	-
Campus Concrete Replacement	250,000	250,000	-
Campus-Wide Access Control	100,000	50,000	50,000
Campus-Wide Controls Upgrade	250,000	250,000	-
Campus Wide E-Generator	250,000	250,000	-
Medium Voltage Upgrade	350,000	350,000	-
OM Masonry Restoration	500,000	500,000	-

Campus Elevator Upgrades	400,000	300,000	100,000
Moab ADA Upgrades	100,000	100,000	-
Kent Concert Hall Ceiling Replacement	1,450,000	1,500,000	(50,000)
Parking Lot Paving	725,000	725,000	-
NFS Mechanical System PH I	800,000		800,000
Campus-Wide Chilled Water Upgrades	350,000		350,000
South Farm Paving	76,000		76,000
BNR Fire Protection Upgrade - Phase III	650,000		650,000
U. Inn to Widstoe Steam Line Replacement	480,000		480,000
HPER Swimming Pool	130,000		130,000
Campus-Wide Irrigation & Landscape Upgrades	100,000		100,000
Site & Safety Lighting	350,000		350,000
Campus-Wide Chiller Delta-T	150,000		150,000
Additional Chiller at CEP	1,500,000		1,500,000
Kent Concert Hall New Elevator and Restroom Lobby	1,500,000		1,500,000
Morgan Ceiling Replacement	990,000		990,000
Spectrum - Seismic Retrofit PH 1	2,500,000		2,500,000
Upgrade Water Irrigation Infrastructure	900,000		900,000
Campus Fume Hood Upgrades	200,000		200,000
Paving Between Facilities & Shops	95,000		95,000
Replace steam & chilled water piping and refurbish existing tunnel located North of Ray B West and Fa	850,000		850,000
Old Main Fire Alarm Upgrades	150,000		150,000
Vet Sci HVAC & Electrical Upgrade	800,000		800,000
Eccles Conf Center Auditorium	650,000		650,000
Fieldhouse Classroom Floor	1,250,000		1,250,000
Geology Greenhouse	250,000		250,000
Campus Electrical Upgrades	250,000		250,000
PDP AHU	340,000		340,000
ADA Access for Information Services	50,000		50,000
Sewer Line & MH Replacement	400,000		400,000
Water Lab front bridge	500,000		500,000
Education Atrium	350,000		350,000
Exterior Shades for Library Phase I	300,000		300,000
Culinary Water Reservoir	2,500,000		2,500,000
USU Culinary Line to Connect to North Campus to Establish a Loop	400,000		400,000
Road Improvements at South Sub Station	350,000		350,000
850 North Road Improvements:	500,000		500,000
USU - HPER Lower South Roof Replacement		350,000	(350,000)
USU - HPER Upper Roof Replacment		514,000	(514,000)
USU - Industrial Science Reroof		280,000	(280,000)
TOTAL USU	27,086,000	7,469,000	19,617,000
USU Eastern			
Price Campus: WIB Chiller/Mechanical Upgrade & Exterior Lighting Upgrade Blanding Campus: Tech	1,000,000	900,000	100,000
Price Campus: WIB-Replace Air Handler 2 & 3 Blanding Campus: Building Automation System	1,000,000		1,000,000
Price Campus: Library HVAC & Mechanical System Upgrade	928,233		928,233
Price Campus: Geary Theater Mechanical Upgrade	1,278,262		1,278,262
Price Campus; Geary Theater Fire System and ADA upgrade	1,278,262		1,278,262
Price Campus: Purchasing Building HVAC, Fire System, & Electrical Upgrade	757,440		757,440
Price Campus: MCC Mechanical System & Fire System Upgrade	733,317		733,317
Price Campus: Music Building Structural, Fire System, HVAC, Door Upgrade	133,127		133,127
Price Campus: SAC Seismic & Plumbing Upgrade	3,545,893		3,545,893
Price Campus: SAC Electrical, Fire System, & Door Upgrade	3,549,893		3,549,893
USU - Eastern Campus (CEU) Computer Business Building Reroof		348,000	(348,000)
TOTAL USU Eastern	14,204,427	1,248,000	12,956,427
Weber State University			
Phase III: Dee Event Center Site Improvements (Southwest)	650,000	650,000	-
Phase II: High Voltage Substation and Building Switching Upgrades	555,000	555,000	-
Phase III: Steam Tunnel Repairs	500,000	500,000	-
Stromberg Roof	300,000	300,000	-
Pay Lot Asphalt Overlay and Site Improvements	162,000	162,000	-
Tech Ed Roof	905,850	1,200,000	(294,150)

South Science Lab Irrigation	250,000	250,000	-
Roof Allied Health	849,150		849,150
Dee Event Center Concrete and Stair Replacement (West)	300,000	300,000	-
Education Building Roof	247,950		247,950
Stromberg Stairs	200,000		200,000
Allied Health North Stairway and Handrail Improvements	200,000		200,000
Allied Health South Stairway and Handrail Improvements	200,000		200,000
Water main replacement	100,000		100,000
Phase 1 Fire panel upgrades all building	150,000		150,000
Campus Facilities ADA Upgrades Analysis	85,000		85,000
Landscape and Irrigation in the Areas Surrounding the Browning Center and Visual Arts.	250,000		250,000
Boiler Replacement Facilities Management	66,000		66,000
Mechanical System, Piping and Controls Upgrades Social Sciences Building	500,000		500,000
Davis Campus Parking lot	450,000		450,000
Tracy Plaza Retaining Walls and Landing	150,000		150,000
Galvanized Piping Replacement, Restroom, and HVAC Upgrades Miller Administration	687,000		687,000
Improve Landscaping east of Engineering Tech (failed retaining wall and walks)	148,000		148,000
Galvanized Piping and Controls Replacement and Restroom Upgrades Stewart Library	800,000		800,000
Dee Events Center Irrigation Upgrades	500,000		500,000
Browning Center Roof Replacement	630,000		630,000
W8 Parking Lot Asphalt and Site Improvements	261,000		261,000
Replace Entry Doors – Lind Lecture Hall & Technical Education Building	59,000		59,000
Edvalson Walk A2 to Wattis building Drive	50,000		50,000
Galvanized Piping Replacement and Restroom Upgrades Education Building	450,000		450,000
Raised Floor Replacement Technical Education Building	100,000		100,000
Galvanized Piping Replacement and Restroom Upgrades Stromberg Athletic	219,000		219,000
A10 Parking Lot Asphalt and Site Improvements	182,000		182,000
Science Lab Building	228,000		228,000
Math and Tech (Building 4)	256,800		256,800
Lind Lecture Hall	414,000		414,000
Engineering Tech	771,080		771,080
Visual Arts	607,163		607,163
Student Services	532,953		532,953
Wattis Business Building	435,280		435,280
Alumni	89,520		89,520
TOTAL WSU	14,491,746	3,917,000	10,574,746
Southern Utah University			
New Storm Drain: 300 West	190,000	190,000	-
Roof Replacement: Bennion	150,000	300,000	(150,000)
Centrum area chiller and cooling tower replacement-Phase II #12134730	380,000	422,000	(42,000)
ADA Access Improvements: Library	180,000	200,000	(20,000)
Separation of Campus Fire Alarm Systems	155,000	155,000	-
Campus Utility Tunnel Master Plan Study	35,000	35,000	-
Electronic Access Control: Phase I	180,000	180,000	-
Library Cooling Tower Replacement and Underground Tank Sealing	80,000	100,000	(20,000)
Master Plan and Feasibility Study: Multipurpose	35,000	35,000	-
Roof Fall Protection Anchors: Phase I	80,000	80,000	-
Moisture Mitigation: Sharwan Smith Center	150,000	150,000	-
Concrete replacement: Centrum Ramp		100,000	(100,000)
Boiler replacement: Sharwan Smith Center	94,000	94,000	-
Door Locks: ADA upgrade	200,000	200,000	-
Medium Voltage Cabling Replacement: Phase I	230,000	230,000	-
ADA Parking Lot Replacement: Hunter Conference Center	65,000	65,000	-
Storm Water Drainage Improvements	85,000		85,000
Generator Replacement: Library	62,000	62,000	-
Boiler Replacement: Hunter Conference Center	35,000	50,000	(15,000)
Exterior Walkway and Parking Lot Lighting Improvements: Parking lot south of soccer field, St	180,000	-	180,000
Elevator Modernization: Bennion Building	95,000		95,000
Elevator Modernization: Science Building	70,000		70,000
Chiller Replacement: Hunter Conference Center	182,000		182,000
Stage Elevator Upgrades: Auditorium	80,000		80,000

Medium Voltage Switching System Upgrade: Old Main	85,000		85,000
Medium Voltage Switching System Upgrade: Randall Jones Theater, Motor Pool	95,000		95,000
Boiler #3 Replacement: Heat Plant	1,200,000		1,200,000
Medium Voltage Cabling Replacement: Phase II	200,000		200,000
Water Conservation: Connect Irrigation to Cedar City Pressurized System	225,000		225,000
Upgrade Women's and Men's Locker Room Area: Multi-purpose Building	600,000		600,000
Medium Voltage Extension	185,000		185,000
Xeriscaping Projects: Various Sites	50,000		50,000
Extend Loading Dock: Receiving	200,000		200,000
Press Box and Locker Room Improvements: Coliseum	350,000		350,000
Replace Steam System: Multipurpose	215,000		215,000
Replace Switch Boards: Business, Bennion & Technology	175,000		175,000
TOTAL SUU	6,563,000	2,638,000	3,925,000
Snow College			
Noyes Building seamless gutters, soffit and wood shake shingle replacement - Ephraim	575,000	575,000	-
Humanities Building - replacement of (2) air-cooled chillers (1) 115 ton unit and (1) 150 ton unit	300,000	450,000	(150,000)
Washburn Building Main Air Handler - Richfield Campus	100,000	148,000	(48,000)
Parking Lot Outside Lighting - Richfield Campus	95,000	130,000	(35,000)
VFD's (Variable Frequency Drives) for Air Handlers - Richfield	23,500	29,000	(5,500)
Recommissioning - equipment upgrades and replacement for the Humanities & Noyes Buildings Heat	150,000	-	150,000
Lucy Phillips Parking Lot Upgrade - Ephraim	65,000	225,000	(160,000)
Irrigation System Central Control System - Ephraim	115,000	143,000	(28,000)
Replacing Aging Irrigation System - Ephraim-Funded Design only	600,000	50,000	550,000
TOTAL SNOW	2,023,500	1,750,000	273,500
Dixie State University			
Upgrade to Campus Fire Alarm and Control Front End	275,000	275,000	-
New Boiler for Campus Heating System	750,000	800,000	(50,000)
Encampment Mall Sidewalk and Lighting	150,000	150,000	-
North Instruction Building Structural and Architectural Study	15,000	15,000	-
Campus Fiber Optic Distribution	250,000		250,000
Central Control Irrigation System	150,000	120,000	30,000
GIS Mapping System	75,000		75,000
Education and Family Studies	1,193,000		1,193,000
Cox Auditorium Partial Re-Roof	150,000	237,000	(87,000)
Fitness Center Re-Roof			-
General Campus parking lot maintenance.	25,000		25,000
Underground Oil Tank Removal	100,000		100,000
Dixie College Various Paving Improvements		110,000	(110,000)
TOTAL DSU	3,133,000	1,707,000	1,426,000
Utah Valley University			
Parking Lot repairs-Campus wide maintenance and repair	500,000	775,000	(275,000)
Walkway lighting repairs	125,000	125,000	-
Replace campus Fire Alarm System	1,500,000	2,000,000	(500,000)
Sparks Automotive Bldg. - Replace exhaust fans, waterlines, and fan coil replacements	155,000	150,000	5,000
Sprinkler System Upgrades	150,000	150,000	-
UCCU Center - Re-roof	500,000	390,000	110,000
Business Building - Replace transformers	200,000	200,000	-
Replace storm drains Hall of Flags	25,000		25,000
Storm Drain repair on campus'	100,000		100,000
UVU - Mckay Education Building Reroof		30,000	(30,000)
TOTAL UVU	3,255,000	3,820,000	(565,000)
Salt Lake Community College			
RRC - S&I Window Replacement	100,000	120,000	(20,000)
RRC - HP Replace Boiler #1	280,000	345,000	(65,000)
RRC- TB Upgrade Vav Controls	450,000	543,000	(93,000)
SCC - Upgrade Restrooms	300,000	361,000	(61,000)
SCC - Replacement Of Galvanized Piping In North Wing	400,000	482,000	(82,000)
RRC- LAC Roof Replacement	850,000	1,124,000	(274,000)
SCC - Replace Pavers East Entrance Fountain Area	250,000	302,000	(52,000)
RRC - SI Install VFD To Cooling Tower	15,000	21,000	(6,000)
RRC - ATC, HP, Lib, SI Fire Alarm Upgrade	120,000	163,000	(43,000)

RRC - Replace Amphitheater & S&I Walkway Lighting	65,000		65,000
RRC- CP Upgrade Central Plant Controls	30,000		30,000
LHM - MCPC Emergency Egress Stairs - Exterior	20,000		20,000
MBC - Replace Roof Bulding B	400,000	400,000	-
LHM - MFEC, Gmcc, Mfec, Matc Fire Alarm Upgrade	80,000		80,000
RRC - Insulate All Piping	75,000		75,000
RRC - Tunnel Leakage Repair	250,000		250,000
SLCC - College Wide Electrical Metering Of All Bldgs	100,000		100,000
RRC - Install Instant Water Heaters Campus Wide	100,000		100,000
MBC - Infill Ramps Building A	30,000		30,000
RRC - BB Window Replacement	90,000		90,000
TOTAL SLCC	4,005,000	3,861,000	144,000
USHE TOTAL			
GRAND TOTAL	96,411,673	47,860,000	48,551,673

May 8, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE Institutions' Health Plan Changes 2013-14

Issue

The Board of Regents is annually provided with a summary of institutional health plan changes. The health benefits package is a critical component of the overall compensation package provided to institutional employees, and is subject to significant conversation and review at each institution. Several institutions' insurance plans will be experiencing design changes as outlined in the attached information.

Commissioner's Recommendation

The update of Health Plan changes is an informational item only; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS/JBV/CRW
Attachment

Draft Summary of USHE Benefit Changes | FY14

Institution	FY14 Medical Premium Split (ER/EE)	Overall % Medical Premium Increase	Cost % Increase for Employer (ER)	Cost % Increase for Employee (EE)	Information (e.g., Plan Design Changes)
UU	90/10	3.48%	3.43%	4.0% (average)	<ul style="list-style-type: none"> Moving from a 3-tier structure to in- and out-of-network benefit structure. Adding a lower co-pay/coinsurance amount for University Health Care facilities and providers (5% lower coinsurance and \$5 lower co-pay) Increasing Emergency Department co-pay in PPO option from \$100 to \$150. Increasing office visit copy in PPO option from \$25 to \$30 (new University Health Care providers will be \$25 co-pay). Increasing medical out-of-pocket maximum in PPO option from \$1,500 single/\$4,500 family to \$2,000 single/\$6,000 family Adding an out-of-network deductible to the PPO option of \$250 single/\$750 family. New pharmacy benefits manager. Eliminating former pharmacy out-of-pocket maximum and adding new per script/per 30-day supply maximum of \$150.
USU	90/10	6.2%	6.0%	7.8%	<ul style="list-style-type: none"> No plan design changes
WSU	91/09	5.5%	5.5%	0%	<ul style="list-style-type: none"> PEHP Acupuncture was removed as a covered service Preferred Care share is 31% employee and 69% employer (only one member is on this plan). Employer/employee premium split for 2013-14 plan year will be employer – 90.9% and employee – 9.1%.

Draft Summary of USHE Benefit Changes | FY14

SUU	Traditional	82/18	12% Above were prior to plan design changes, 7% after design changes	6.4%	10% more than current (traditional)	<ul style="list-style-type: none"> • Addition of PPACA fees (PCORI + Transitional Reinsurance), Women's Preventative Health Services, updated national network, and change in processing of diabetic testing supplies. All mandatory changes with our provider. • Addition of preferred drug therapy, reduction mammoplasty due to other health conditions, and diabetic education coverage. Recommended changes by our provider; they did this for all their fully-insured plans. We got option as self-funded. • Changed Rx name-brand from \$40 co-pay to 30% with \$250 cap per script (both plans). Increased traditional co-insurance max from \$1,250/\$2,500 to \$2,000/\$4,000. Increased co-pays for PCP/SCP from \$30/\$40 to \$40/\$50 (both plans). Increased traditional ER co-pay from \$200 to \$300 (not subjected to deductible). Increased stop-loss insurance to only reimburse claims over \$125,000 rather than \$75,000 (both plans). All these were elected plan design changes by SUU. • The above plan design changes allow for the FY14 medical premium split to remain the same as current (82/18 for traditional; 90/10 for HDHP), though both ER + EE costs increase.
	HDHP	90/10	8%, 6.6% after design changes	6.4%	8% more than current (HDHP)	
UVU	White Plan	90/10	15.45%	15.45%	15.45%	<ul style="list-style-type: none"> • Addition of coverage for diabetes education. Recommended changes by our provider; they did this for all their fully-insured plans. • Addition of QHDHP with an HSA. • Adjusted co-pays from \$25/\$35 to \$30/\$40 for Green Plan, \$35/\$45 for White Plan, and \$25/\$35 (after deductible is met) for QHDHP. • Adjusted deductibles for White Plan from \$750/\$1500 to \$1000/\$2000; Green Plan from \$400/\$800 to \$500/\$1000 • Adjusted co-insurance maximum for White Plan from \$3,500/\$7000 to \$4000/\$8000; Green Plan from \$3000/\$6000 to \$4000/\$8000 • Adjusted Rx deductible from \$50/\$100 to \$100/\$200. Increased traditional co-insurance max from \$1,750 /\$3,500 to \$2,000/\$4,000. Increased traditional ER co-pay from \$150 to \$250 (not subjected to deductible).
	Green Plan	85/15	18.01%	15.45%	35.27%	

Draft Summary of USHE Benefit Changes | FY14

DSU	90/10	5.5%	5.5%	0%	<ul style="list-style-type: none"> • No plan design changes. • Will not be increasing the employee portion of the premium contribution. • Employer/employee premium split for 2013-14 plan year will be employer – 90.5% and employee – 9.5%.
SNOW	90/10	5.5%	5.5%	5.5%	<ul style="list-style-type: none"> • PEHP
SLCC	90/10	13.16%	6.75%	4.80%	<ul style="list-style-type: none"> • Separate Out-of-Network deductible and coinsurance of \$500 individual/\$1000 family deductible and \$4500 individual/\$9000 family coinsurance maximum. • Remote the Inpatient Facility co-pay. • Make all diagnostic testing subject to deductible and coinsurance by place of service. • Increase Rx deductible to \$100/\$300, continue to waive for generics and mail-order, change to percentage co-payment with out-of-pocket maximums. • Add Focal Point and Value Care Networks.

May 8, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes

1. Minutes of the Board Meeting March 29, 2013, Salt Lake Community College, Sandy, Utah.

B. Grant Proposals

1. University of Utah – DOE Advanced Research Projects Agency-Energy; "Proppant Geometry in EHS"; \$4,822,587. Mikhail Skliar, Principal Investigator.
2. University of Utah – DOE Advanced Research Projects Agency-Energy; "Temp Dist. Biofuels"; \$2,661,835. Mikhail Skliar, Principal Investigator.
3. University of Utah – National Science Foundation; "MagneticHaptics NRI Dec 2012"; \$1,766,977. Jake J. Abbott, Principal Investigator.
4. University of Utah – National Science Foundation; "Omnidirectional Wheelchairs"; \$1,004,315. Jur Van Den Berg, Principal Investigator.
5. University of Utah – US Department of Energy; "Energy Storage Technology"; \$120,000,000. Manoranjan Misra, Principal Investigator.
6. University of Utah – Virginia Polytechnic Institute & State University; "Critical Materials Energy Hub"; \$12,751,558. Manoranjan Misra, Principal Investigator.
7. University of Utah – NIH National Cancer Institute; "Dual Targeting of Bcr-Abl"; \$1,862,500. Carol Lim, Principal Investigator.
8. University of Utah – Patient Centered Outcomes Research Institute; "Empowering Underserved Patient"; \$ 1,400,000. Carrie McAdams Marx, Principal Investigator.

9. University of Utah – National Science Foundation; "AISL-STEMAP"; \$2,999,668. Nalini M. Nadkarni, Principal Investigator.
10. University of Utah – National Science Foundation; "Transmission and Host Genetic"; \$2,161,180. Wayne K. Potts, Principal Investigator.
11. University of Utah – DHHS National Institutes of Health; "VSV supercomplex"; \$1,863,000. Saveez Saffarian, Principal Investigator.
12. University of Utah – NIH Office of the Director; "Assymetric packaging"; \$1,862,000. Saveez Saffarian, Principal Investigator.
13. University of Utah – NIH National Cancer Institute; "Rural counties resubmission"; \$1,462,893. Cathleen D. Zick, Principal Investigator.
14. University of Utah – NIH National Institute of Child Health & Human Development; "CCTN"; \$2,629,686. David Turok, Principal Investigator.
15. University of Utah – DHHS National Institutes of Health; "Accelerated Medical Innovation"; \$12,004,396. John Thomas Langell, Principal Investigator.
16. University of Utah – DHHS Centers for Medicare & Medicaid SVC; "Utah Prematurity Prevention"; \$7,173,481. Michael Sean Esplin, Principal Investigator.
17. University of Utah – NIH Office of the Director; "Epigenetics, brain injury, BPD"; \$4,927,861. Kurt H. Albertine, Principal Investigator.
18. University of Utah – NIH National Heart Lung & Blood Institute; "Carotid plaque/stroke"; \$3,925,554. Gerald S. Treiman, Principal Investigator.
19. University of Utah – NIH National Institute of Mental Health; "Genetic Risk in Suicide"; \$3,662,750. Hilary H. Coon, Principal Investigator.
20. University of Utah – NIH National Library of Medicine; "Assist Patients Medication"; \$2,237,500. Qing Treitler Zeng, Principal Investigator.
21. University of Utah – DHHS National Institutes of Health; "Nerve Regeneration End Organs"; \$2,235,000. Jayant Agarwal, Principal Investigator.
22. University of Utah – NIH National Heart Lung & Blood Institute; "Proteasome in TLR3 (R01)"; \$1,906,875. Neil Edward Bowles, Principal Investigator.

23. University of Utah – DHHS National Institutes of Health; “Reductive Stress”; \$1,877,354. Rajasekaran Namakkal Soorappan, Principal Investigator.
24. University of Utah – DHHS National Institutes of Health; “NIH CD8+ TMEV”; \$1,863,540. Robert S. Fujinami, Principal Investigator.
25. University of Utah – NIH Institute of Diabetes and Digestive and Kidney Diseases; “Glitazone and Adipose”; \$1,862,500. Christi M. Terry, Principal Investigator.
26. University of Utah – DHHS National Institutes of Health; “Mechanisms of Hypoxia”; \$1,862,500. Joshua Leitch Bonkowsky, Principal Investigator.
27. University of Utah – NIH National Institute of General Medical Science; “Identifying a role for MHC”; \$1,862,500. June Louise Round, Principal Investigator.
28. University of Utah – NIH National Institute of Diabetes and Digestive and Kidney Diseases; “Stop CKD”; \$1,799,593. Srinivasan Beddhu, Principal Investigator.
29. University of Utah – Patient Centered Outcomes Research Institute; “CE of Feeding Interventions”; \$1,764,359. Rajendu Srivastava, Principal Investigator.
30. University of Utah – NIH National Library of Medicine; “Big Data”; \$1,615,476. Qing Treitler Zeng, Principal Investigator.
31. University of Utah – US Department of Homeland Security; “NCED”; \$15,000,000. Ling Zang, Principal Investigator.
32. University of Utah – US Department of Defense; “Berzins DURIP”; \$1,481,126. Martin Berzins, Principal Investigator.
33. University of Utah – National Science Foundation; “Symbots”; \$2,998,052. Thomas C. Henderson, Principal Investigator.
34. University of Utah – National Science Foundation; “SIFT Environmental Analysis”; \$1,001,110. Feifei Li, Principal Investigator.
35. University of Utah – NIH National Institute of Nursing Research; “Gait Speed and PF”; \$2,814,447. Patricia Lynn Painter, Principal Investigator.
36. University of Utah – National Science Foundation; “Cyberleaning in Legal Education”; \$1,350,000. Debora L. Threedy, Principal Investigator.

37. University of Utah – NIH National Cancer Institute; “DPD&P”; \$1,964,333. Jessie Xiaojing Fan, Principal Investigator.
38. University of Utah – University of Rochester; “NCTN-Network Lead Academic Site”; \$7,922,619. David K. Gaffney, Principal Investigator.
39. University of Utah – Coriell Institute for Medical Research; “Breast Cancer Family Cohort”; \$1,558,497. Saundra S. Buys, Principal Investigator.
40. University of Utah – Leukemia & Lymphoma Society; “Hematologic Malignancies”; \$1,340,574. Michael W. N. Deininger, Principal Investigator.
41. University of Utah – US Department of Energy; “Quantum Dot Tracers Use”; \$1,462,574. Peter E. Rose, Principal Investigator.
42. University of Utah – NIH National Eye Institute; “Vascular Stabilization AMD/DME”; \$10,982,492. Balamurali Krishna Ambati, Principal Investigator.
43. University of Utah – NIH National Cancer Institute; “Breast HIFU”; \$3,245,230. Dennis L. Parker, Principal Investigator.
44. University of Utah – National Multiple Sclerosis Society; “Casper NMSS Network Ped Center”; \$2,993,934. Theron Charles Casper, Principal Investigator.
45. University of Utah – Otsuka America Pharmaceutical AI Inc; “Otsuka Pharm-antipsychotic Med”; \$2,000,000. Deborah Ann Yurgelun-Todd, Principal Investigator.
46. University of Utah – Patient Centered Outcomes Research Institute; “EoL Decision Support”; \$1,935,465. Randall W. Rupper, Principal Investigator.
47. University of Utah – Patient Centered Outcomes Research Institute; “Nkoy PCORI Dec 2012”; \$1,923,068. Flory Lumu Nkoy, Principal Investigator.
48. University of Utah – DHHS National Institutes of Health; “TMEV Seizures”; \$1,863,750. Robert S. Fujinami, Principal Investigator.
49. University of Utah – NIH National Eye Institute; “Mechanism of PCV”; \$1,862,500. Yingbin Fu, Principal Investigator.
50. University of Utah – NIH National Heart Lung & Blood Institute; “3D Imaging in mouse heart”; \$1,862,500. Yukio Saijoh, Principal Investigator.

51. University of Utah – DHHS National Institutes of Health; “New pathways”; \$1,862,500. Li Wang, Principal Investigator.
52. University of Utah – NIH National Heart Lung & Blood Institute; “Receptor mediated endocytosis”; \$1,862,500. Diane M. Ward, Principal Investigator.
53. University of Utah – DHHS National Institutes of Health; “Inhibiting NET in Neonatal CLD”; \$1,862,500. Christian C. Yost, Principal Investigator.
54. University of Utah – NIH National Institute of Allergy & Infectious Disease; “MicroRNA regulation of anti”; \$1,862,500. Ryan M. O’Connell, Principal Investigator.
55. University of Utah - NIH National Institute of Allergy & Infectious Disease; “Elucidating the Genetic Basis”; \$1,862,500. Attila Kumanovics, Principal Investigator.
56. University of Utah – Guthy Jackson Charitable Foundation; “Cook Guthy Jackson DCC”; \$1,836,499. Lawrence J. Cook, Principal Investigator.
57. University of Utah – University of Kentucky; “University of KY subcontract”; \$1,469,215. Hariprasad Vankayalapati, Principal Investigator.
58. University of Utah – DHHS National Institutes of Health; “Lectin Recognition”; \$1,015,896. Marc D. Porter, Principal Investigator.
59. University of Utah – National Science Foundation; “MRI: Development of APT”; \$3,897,876. Robert Preston Riekenberg Ricci, Principal Investigator.
60. University of Utah – Northeastern University; “Assial”; \$3,317,676. Matthew Brendon Might, Principal Investigator.
61. University of Utah – NIH National Institute of Neurological Disorders and Stroke; “Trauma Cerebral Vessel”; \$1,862,500. Kenneth L. Monson, Principal Investigator.
62. University of Utah – DHHS National Institutes of Health; “A Dynamic In Vitro Blood-Brain”; \$1,516,962. Hanseup Kim, Principal Investigator.
63. University of Utah – National Science Foundation; “Decreasing Urban Vulnerability”; \$1,499,135. Eric R. Pardyjak, Principal Investigator.
64. University of Utah – NIH National Institute of Neurological Disorders and Stroke; “Multichannel UEA”; \$1,373,335. Sandeep Negi.

65. University of Utah – NIH National Human Genome Research Institute; “Improving Prenatal Education”; \$1,998,825. Erin Witter Rothwell, Principal Investigator.
66. University of Utah – HRSA Bureau of Health Professions; “UU Advance Nursing Education”; \$1,124,896. Pamela L. Phares, Principal Investigator.
67. University of Utah – Leukemia & Lymphoma Society; “CLL Drug Screen to Lead”; \$2,365,170. Riccardo Baron, Principal Investigator.
68. University of Utah – NIH Office of the Director; “NIH Innovator”; \$1,500,000. Riccardo Baron, Principal Investigator.
69. University of Utah- DHHS National Institutes of Health; “Phosphorylation App to BCAT/TF”; \$1,862,500. Haitao Ji, Principal Investigator.
70. University of Utah – DHHS National Institutes of Health; “Small Molecule Neuronal Growth”; \$1,849,887. Jon D. Rainier, Principal Investigator.
71. University of Utah – DHHS National Institutes of Health; “Hashibe Inhance NIH”; \$2,688,930. Mia Hashibe, Principal Investigator.
72. University of Utah – NIH Office of the Director; “Khoddami NIH DP5”; \$1,862,500. Bradley Cairns, Principal Investigator.
73. University of Utah – EGI Consortium; “ICORDS”; \$2,159,997. Varun R C Gowda, Principal Investigator.
74. University of Utah – NIH National Center for Advancing Translational Science; “CCTS”; \$22,991,781.
75. University of Utah – NIH National Institute of Neurological Disorders and Stroke; “CCM for DDSP” \$3,682,022. A. Gordon Smith, Principal Investigator.
76. University of Utah – DHHS Centers for Disease Control & Prevention; “Feldkamp CDCU01 UCBDP BD-Steps”; \$3,592,940. Marcia L. Feldkamp, Principal Investigator.
77. University of Utah – NIH National Eye Institute; “Visual Information Processing”; \$2,135,221. Alessandra Angelucci, Principal Investigator.
78. University of Utah – NIH National Institute of Biomedical Imaging & Bioengineering; “Diffusion Imaging for Stroke”; \$2,114,608. Edward Victor Rebok Di Bella, Principal Investigator.

79. University of Utah – NIH National Heart Lung & Blood Institute; "Collecting Duct Renin & BP"; \$1,875,430. Donald E. Kohan, Principal Investigator.
80. University of Utah – NIH National Institute for Allergy & Infectious Disease; "Deciphering Expect Virulence ME"; \$1,862,500. Matthew A. Mulvey, Principal Investigator.
81. University of Utah – NIH National Heart Lung & Blood Institute; "RBPR2 and Insulin Resistance"; \$1,862,500. Timothy Eugene Graham, Principal Investigator.
82. University of Utah – University of Maryland; "Subcontract with U Maryland"; \$1,653,171. Eun-Kee Jeong, Principal Investigator.
83. University of Utah – The Research Institute at Nationwide Children's Hospital; "Genetic Modifiers of DMD"; \$1,606,718. Robert B. Weiss, Principal Investigator.
84. University of Utah – DHHS National Institutes of Health; "Pritham R01"; \$1,490,000. Ellen Jean Pritham, Principal Investigator.
85. University of Utah – Takeda Pharmaceuticals North America Inc; "Katamine Imaging Studies"; \$1,200,000. Deborah Ann Yurgelun-Todd, Principal Investigator.
86. University of Utah – DHHS National Institutes of Health; "ADNI"; \$1,876,066. Sarang Joshi, Principal Investigator.
87. University of Utah – NIH National Institute for Deafness & Other Communication Disorders; "Pathways in the Olfactory Bulb"; \$1,851,375. Dale Matthew Wachowiak, Principal Investigator.
88. University of Utah – DHHS National Institutes of Health; "Neuronal Pathfinding A1"; \$1,937,000. Vladimir Hlady, Principal Investigator.
89. University of Utah – DHHS National Institutes of Health; "Restored Vision by V1 Stimulat"; \$1,788,000. Bradley Edward Greger, Principal Investigator.
90. University of Utah – Washington University in St. Louis; "NIH BRP Exosome with Washington"; \$1,685,249. Bruce K. Gale, Principal Investigator.
91. University of Utah – DOD Defense Threat Reduction Agency; "Radiation Detection"; \$1,000,000. Ling Zang, Principal Investigator.
92. University of Utah – DHHS Agency for Healthcare Research & Quality; "Acute Low Back Pain w/ Sciatica"; \$1,795,670

93. University of Utah – NIH National Heart Lung & Blood Institute; "Polymeric Gene Carriers"; \$1,862,500. Sung Wan Kim, Principal Investigator.
94. University of Utah – DHHS National Institutes of Health; "ECM Remodeling"; \$1,862,500. You Han Bae, Principal Investigator.
95. University of Utah – NIH National Institute on Drug Abuse; "Stimulants and Monoamines"; \$1,825,250. Annetee E Fleckenstein, Principal Investigator.
96. University of Utah – DHHS National Institutes of Health; "Cyclopropylazetidines"; \$1,862,500. Jon D. Rainier, Principal Investigator.
97. University of Utah – DHHS National Institutes of Health; "Immunogenicity Assessment"; \$1,457,875. Jennifer Shumaker-Parry, Principal Investigator.
98. University of Utah – DHHS National Institutes of Health; "Label-Free Detection of Small"; \$1,391,000. John C. Conboy, Principal Investigator.
99. University of Utah – NIH National Institute for Neurological Disorders and Stroke; "Targeted Ablation with Toxins"; \$1,192,000. Kelly T. Hughes, Principal Investigator.
100. University of Utah – State of Utah; "Child Welfare Evaluation"; \$3,791,041. Matthew James Davis, Principal Investigator.
101. University of Utah – UT Division of Child and Family Services; "DCFS Evaluation"; \$2,972,805. Matthew James Davis, Principal Investigator.
102. University of Utah – NIH National Heart Lung & Blood Institute; "The Role of Fibrosis in Atrial"; \$2,005,259. Derek James Dossdall, Principal Investigator.
103. University of Utah – NIH National Heart Lung & Blood Institute; "MRI of Diffuse Left Ventricula"; \$1,862,500. Daniel Kim, Principal Investigator.
104. University of Utah – DHHS National Institutes of Health; "DGK Delta"; \$1,490,000. Matthew K. Topham, Principal Investigator.
105. University of Utah – DHHS National Institutes of Health; "Genetic Associations with Thin"; \$2,664,503. Steven C. Hunt, Principal Investigator.
106. University of Utah – NIH National Institute of Allergy & Infectious Disease; "Influenza in the Elderly"; \$2,235,000. Matthew Thomas Rondina, Principal Investigator.

107. University of Utah – NIH Office of the Director; “Altering Epigenome of GHRE”; \$1,965,569. Robert McKnight, Principal Investigator.
108. University of Utah – NIH National Institute of General Medical Science; “Med Into Grad”; \$1,952,774. Anthea Letsou, Principal Investigator.
109. University of Utah – DHHS National Institutes of Health; “Nonsense Mediated mRNA Decay”; \$1,862,500. Mark M. Metzstein, Principal Investigator.
110. University of Utah – DHHS National Institutes of Health; “Role of BCS1 in the Membrane”; \$1,862,500. Dennis R. Winge, Principal Investigator.
111. University of Utah – NIH National Institute of Allergy & Infectious Disease; “Role of the IFITM Proteins in”; \$1,862,500. John H. Weis, Principal Investigator.
112. University of Utah – NIH National Heart Lung & Blood Institute; “MNSOD in Mature Adipocytes”; \$1,862,500. Sihem Boudina, Principal Investigator.
113. University of Utah – NIH National Institute of Biomedical Imaging & Bioengineering; “Neointimal Hyperplasia”; \$1,862,500. Yan-Ting Shiu, Principal Investigator.
114. University of Utah – NIH National Institute of Allergy & Infectious Disease; “DNA Packaging and Delivery by”; \$1,862,500. Sherwood Reid Casjens, Principal Investigator.
115. University of Utah – NIH National Institute of Child Health & Human Development; “NIH Abdominal Wall Defects”; \$1,859,766. Charles L. Murtaugh, Principal Investigator.
116. University of Utah – NIH National Institute of Child Health & Human Development; “Mammalian Limb Continuation”; \$1,853,701. Mario R. Capecchi, Principal Investigator.
117. University of Utah – NIH National Institute of Deafness & Other Communication Disorders; “Park CMV NIDCD R01”; \$1,841,764. Albert H. Park, Principal Investigator.
118. University of Utah – NIH National Heart Lung & Blood Institute; “Cardiac Rehabilitation & No”; \$1,713,500. David Wray, Principal Investigator.
119. University of Utah – University of Chicago; “Fertility Genes in Men”; \$1,271,446. Kenneth Ivan Aston, Principal Investigator.
120. University of Utah – NIH National Institute of General Medical Science; “UCH37+USP14 Structure/Function”; \$1,250,000. Christopher Peter Hill, Principal Investigator.

121. University of Utah – Washington University in St. Louis; “Genomic Sperm Impairment”; \$1,009,245. Kenneth Ivan Aston, Principal Investigator.
122. University of Utah – Donald W. Reynolds Foundation; “Reynolds Next Steps”; \$1,000,000. Mark Andrew Supiano, Principal Investigator.
123. University of Utah – NIH National Institute of Deafness & Other Communication Disorders; “Nanotox R01 Renewal”; \$1,862,500. Hamidrezas Ghandehari, Principal Investigator.
124. Utah State University – US Department of Health and Human Services – National Institutes of Health (NIH); “Protein Arginine Methylation”; \$1,734,458. Joan Hevel, Principal Investigator.
125. Utah State University – US National Science Foundation; “EFRI: Photosynthetic Biofilms: An overlooked growth mode with transformative potential for sustainable”; \$1,997,319.
126. Utah State University – US Department of Energy; “Integrated processing of stable biomass pyrolysis oils to improve carbon and hydrogen efficiencies”; 3,232,935. Foster Agblevor, Principal Investigator; Jason Quinn, Lance Seefeldt, Co-Principal Investigators.
127. Utah State University – US National Science Foundation; “Establishing the US CSD Coordination Office at Utah State University”; \$3,762,402. John Shervais, Principal Investigator; James Evans, Co-Principal Investigator.
128. Utah State University – UT Department of Transportation; “WAVE Bus Electrification Project”; \$3,000,000. Hunter Wu, Principal Investigator.
129. Utah State University – US Department of Ed- Office of Special Ed & Rehab Services; “Personnel Development to Improve Services and Results for Children with Disabilities”; \$1,131,275. Kristina Blaiser, Principal Investigator; Karen Munoz, Co-Principal Investigator.
130. Utah State University – Kansas State University; “Therapeutics Targeting SARS-Coronavirus 3C-like Protease”; \$1,944,579. Dale Barnard, Principal Investigator.
131. Utah State University – US Department of Health and Human Services- National Institutes of Health (NIH); “Treatment of motor deficits in arboviral encephalitis”; \$1,910,030. John Morrey, Principal Investigator; Liaohai Chen, Co-Principal Investigator.
132. Utah State University – US Department of Health and Human Services- National Institutes of Health (NIH); “Antiviral Efficacy of Favipiravir against Arenaviral and Hantaviral Disease”; \$2,256,956. Brian Gowen, Principal Investigator.

133. Utah State University – UT System of Higher Education-University of Utah; “Animal Core for Efficacy Studies”; \$2,751,584. Dale Barnard, Principal Investigator; Justin Julander, Brian Gowen, Co-Principal Investigators.
134. Utah State University – Ministry of Higher Education, Science, & Technology Dominican Republic; “Master Services Agreement between the Government of the Dominican Republic and Utah State University”; \$1,605,821. Mary Hubbard, Principal Investigator; Shelly Hernandez, Co-Principal Investigator.
135. Utah State University – US Department of Energy- Idaho National Laboratory; “DOE Advancements in Algal biomass Yield (ABY) – Innovative Systems to Accelerate Algal Biofuels (ISA)”; \$1,258,002. Foster Agblevor, Principal Investigator; Jason Quinn, Lance Seefeldt, Bruce Bugbee, Byard Wood, Co-Principal Investigators.
136. Utah State University – US Department of Energy; “Biofilm-based Advancement in Algae Biomass Productivity, Pre-processing, and Integration”; \$1,313,682. Charles Miller, Principal Investigator; Ronald Sims, Co-Principal Investigator.
137. Utah State University – US Department of Health and Human Services- National Institutes of Health (NIH); “Treatment of Arboviral Encephalitis”; \$7,375,270. John Morrey, Principal Investigator.
138. Utah State University – Air Force Space and Missiles Command; “Overhead Persistent Infrared (OPIR) Test Manager”; \$14,383,536. Deon Dixon, Program Manager.
139. Utah State University – Naval Research Lab; “Charge Coupled Device (CCD) Camera for Michelson Interferometer for Global High-resolution Thermospheric Imager (MIGHTI)”; \$3,355,320. Blake Crowther, Principal Investigator.
140. Utah State University – Miscellaneous Federal Sponsors; “Tactical and National Technical Means Ground Station Integration (TANGO)”; \$1,909,452. Kenny Reese, Program Manager.
141. Utah State University – Science Applications Intl Corp (SAIC); “Calibration Services for the HT Flight Program”; \$3,873,362. Deon Dixon, Program Manager.
142. Utah State University – Missile Defense Agency; “Dugway Proving Ground Lidar Development”; \$1,846,223. Mike Wojcik, Program Manager.

C. Awards

1. University of Utah – HRSA Emergency Medical Services Child National Research Center; “EMSC DCC (PERCARN/NEDARC)”; \$2,800,000. J. Michael Dean, Principal Investigator.

2. University of Utah – Pharmaceutical Product Development Inc; “Stem Cell Refractory Angina”; \$1,477,323. Amit N. Patel, Principal Investigator.
3. University of Utah – Army Research Office; “Alliance for Multiscale Modeling of Electronic Materials”; \$1,185,000. Martin Berzins, Principal Investigator.
4. University of Utah – DOE National Nuclear Security Administration; “Accelerating Development of CO2 Capture Technologies-MANA”; \$1,212,560. Philip J. Smith, Principal Investigator.
5. University of Utah – NIH National Heart Lung & Blood Institute; “Systolic Blood Pressure Intervention Study (SPRINT) Clin”; \$1,227,937. Alfred K. Cheung, Principal Investigator.
6. Utah State University – Lockheed Martin Integrated Systems and Solutions; “Defense Signals Reconnaissance Program Necks Gin DO217”; \$1,125,128.77. Lance Fife, Program Manager.

D. Academic Items Received and Approved

1. New Programs

- a. University of Utah – Emphasis in Ballet Teaching
- b. University of Utah – Emphasis in Care Management
- c. University of Utah – Minor in Drawing
- d. University of Utah – Minor in Environmental and Sustainability Studies
- e. University of Utah – Certificate of Proficiency in Ballet Studio Teaching
- f. University of Utah – Graduate Certificate in Care Management
- g. Dixie State University – Emphasis in Integrated Studies Dance
- h. Dixie State University – Certificate of Proficiency in eMarketing
- i. Dixie State University – Minor in Biology
- j. Dixie State University – Minor in Chemistry
- k. Dixie State University – Minor in Mathematics
- l. Dixie State University – Minor in Sociology
- m. Utah Valley University – Certificate of Proficiency in Information Technology
- n. Utah Valley University – Minor in Art History
- o. Utah Valley University – Minor in Chinese Commerce
- p. Salt Lake Community College – Certificate of Proficiency in Game Design and Development
- q. Salt Lake Community College – Certificate of Completion in Automotive Maintenance and Light Repair
- r. Salt Lake Community College – Certificate of Completion in Aviation Dispatch
- s. Salt Lake Community College – Certificate of Completion in Diesel Systems Technology
- t. Salt Lake Community College – Certificate of Completion in General Education

2. New Unit

Utah Valley University – Department of Engineering Technology

3. Name Change

- a. University of Utah – Emphasis in Teaching Nursing to Emphasis in Nursing Education
- b. University of Utah – Bachelor of Arts/ Bachelor of Science / Minor in Urban Planning to Bachelor of Arts / Bachelor of Science / Minor in Urban Ecology
- c. Utah State University – College of Agriculture to College of Agriculture and Applied Sciences
- d. Salt Lake Community College – Certificate of Completion in Electronic Publishing to Graphic Communications Technologies

4. Discontinue

- a. Utah Valley University – Emphasis in Computer Engineering
- b. Utah Valley University – Emphasis in BS Technology Management:
 - i. Emphasis in Air Conditioning and Refrigeration Technology
 - ii. Emphasis in Carpenter Union (JACT)
 - iii. Emphasis in Electronic and Computer Technology
 - iv. Emphasis in HVAC Apprentice
 - v. Emphasis in Industrial Maintenance Apprentice
 - vi. Emphasis in Line Meter Apprentice
 - vii. Emphasis in Lineman Apprentice
 - viii. Emphasis in Lineman Substation Apprentice
 - ix. Emphasis in Lineman Technology
 - x. Emphasis in Plumber Apprentice
 - xi. Emphasis in Sheet Metal Apprentice
 - xii. Emphasis in Welding Technology

5. Three-Year Report

- a. University of Utah – Minor in Health
- b. Dixie State University – Bachelor of Arts/Bachelor of Science in Music

6. Restructure

University of Utah – Bachelor of Science Completion to Option in Master of Science Nursing

7. Five-Year Review

Dixie State University – Elementary and Secondary Education

8. Correction

Emphasis in Reading and Literacy in Master of Science Educational Psychology (*approved by the State Board of Regents on March 29, 2013*) to Emphasis in Reading and Literacy in Master of Education in Educational Psychology

E. Executive Committee Items Received and Approved

1. Weber State University – Purchase of Property Contiguous to the Davis Campus (TAB A)

WSU requested authorization to purchase a 2.25 acre parcel contiguous to the WSU Davis Campus. The parcel included a 26,208 sq ft building and a 104-stall parking lot. The requested price of \$3.3M was less than the \$3.4M appraisal. Due to the time sensitivity of this transaction,

the Board of Regents Executive Committee met on April 18, 2013 and approved the transaction. For details see attachment.

2. Dixie State University's " Good Neighbor Waiver" (TAB B)
SB51 (2013 Legislative Session) granted authority to the State Board of Regents to set a surcharge rate for DSU's Good Neighbor Waivers. DSU requested a rate of 150% of resident tuition, down from the 170% that previously had been in statute. No other USHE presidents expressed concern with the change, & - due to the time sensitivity of using this waiver to recruit students for the fall 2013 term, the Board of Regents Executive Committee met on April 18, 2013 and approved the policy change. For details see attachment.

3. SUU Presidential Search – R203 Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions (TAB C)
Pursuant to *R203, Search Committee Appointment and Function, & Regents' Selection of Presidents of Institutions*, the Chair of the Board shall appoint a search committee chair, vice-chair, and the full membership of the search committee. Due to the need to progress expeditiously with the search for Southern Utah University's next President, the Board of Regents Executive Committee met on April 18, 2013 and authorized Chair Beesley to proceed with the necessary search committee appointments. For details see attachment.

David L. Buhler
Commissioner of Higher Education

STATE BOARD OF REGENTS MEETING
SALT LAKE COMMUNITY COLLEGE, MILLER CAMPUS, SANDY, UTAH
KAREN GAIL MILLER CONFERENCE CENTER
MARCH 29, 2013

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STATE BOARD OF REGENTS MEETING
SALT LAKE COMMUNITY COLLEGE, MILLER CAMPUS, SANDY, UTAH
KAREN GAIL MILLER CONFERENCE CENTER
MARCH 29, 2013

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Bonnie Jean Beesley, Chair
Daniel W. Campbell, Vice Chair
Nina R. Barnes
Keith M. Buswell
Leslie Brooks Castle
Wilford W. Clyde
France A. Davis
James T. Evans
Marlin K. Jensen
Nolan E. Karras
Thomas D. Leavitt
Robert S. Marquardt
Erik Mikkelsen
Jed H. Pitcher
Robert W. Prince
Harris H. Simmons
Teresa L. Theurer
John H. Zenger

Regents Excused

Marlon O. Snow
Mark R. Stoddard

Office of the Commissioner

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

Institutional Presidents

Michael Hardman, Interim Senior Vice President for Academic Affairs, University of Utah
Stan L. Albrecht, Utah State University
Charles A. Wight, Weber State University
Michael T. Benson, Southern Utah University
Gary Smith, Vice President for Academic Affairs, Snow College
Stephen D. Nadauld, Dixie State College
Matthew S. Holland, Utah Valley University
Cynthia Bioteau, Salt Lake Community College

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

The Board of Regents began the day at 7:30 a.m. with a breakfast meeting; they were joined by Salt Lake Community College Board of Trustees. The Committee of the Whole was called to order at **9:03 a.m.**

Chair Beesley recognized the attendance of Senator Stephen Urquhart, co-chair of the Higher Education Appropriations Subcommittee; and excused Regents Stoddard and Snow and Presidents Pershing and Wyatt.

Commissioner's Overview

Commissioner Buhler gave a brief update and overview of the day's meeting.

2013 Legislative Session Report and Budget Summary (TAB A)

Commissioner Buhler gave a report on the 2013 Legislative Session and budget update. He reported that overall, it was a very positive session for higher education. The Legislature approved the third largest increase in higher education's budget in the past ten years. In addition, funding for the Regents' top two capital development priorities were approved and several bills supported by the USHE were approved by the Legislature. This was an information item, and no action was taken by the board.

Commissioner Buhler turned the floor over to Senator Urquhart who thanked the Board of Regents for their advocacy on the hill, for selecting Commissioner Buhler and the presidents who are doing an outstanding job. He spoke regarding two items: the appropriations process and how he envisions doing better; and his take of the future of performance based funding.

The Committee of the Whole broke for committee meetings at **9:35 a.m. to 11:15 a.m.**

State of the College

President Cynthia Bioteau gave a presentation on the state of Salt Lake Community College (SLCC). Her report focused on the role of SLCC as a comprehensive community college and the pipeline it provides for students from public education to college, from college to university, from education to workforce, and from poverty to community literacy and livelihood.

Following the State of the College, the Regents were given three options for Campus Connections: tours of the Culinary Arts, Automotive and Public Safety programs. Following lunch, the Committee of the Whole was called to order at **1:16 p.m.**

Reports of Board Committees

Academic and Student Affairs Committee

Regent Davis reported that the Programs/Planning Committee will now be the Academic and Student Affairs Committee.

University of Utah – Masters in Entertainment Arts and Engineering and a Joint Masters in Entertainment Arts and Engineering with Masters of Fine Arts in Film and Media Arts with Emphases (TAB B)

Regent Davis reported on the University of Utah's proposal for the new degrees and moved the approval of them. The motion was seconded by Regent Leavitt. The motion carried.

University of Utah – Masters of Science for Secondary School Teachers in Earth Sciences (TAB C)
Regent Davis reported on the University of Utah's proposal for the new degree and moved the approval of it. It was seconded by Regent Prince. The motion carried.

Utah State University – Master of Fitness Promotion (TAB D)
Utah State University – Master of Health Promotion (TAB E)
Regent Davis reported on Utah State University's new degree proposals for Master of Fitness Promotion and Master of Health Promotion and moved approval of both. It was seconded by Regent Zenger. The motion carried.

Utah Valley University – Associate of Applied Science in Theatre for Children and Youth (TAB F)
Regent Davis reported on the Utah Valley University's proposal for the new degree and moved the approval of it. It was seconded by Regent Leavitt. The motion carried.

Award Amounts for New Century and Regents' Scholarships Awards 2013-14 (TAB G)
Regent Davis reported on the award amounts for the New Century and Regents' Scholarships for the academic year 2013-14 and moved the approval of the following as outlined in Tab G:
New Century Scholarship: \$1,100 per semester
Regents' Base Award: \$1,000 per semester
Regents' Exemplary Award: \$1,100
Regents' UESP Savings Match: Up to \$400 one-time.
The motion was seconded by Regent Leavitt. The motion carried.

Revision of Policy R604, *New Century Scholarship* (TAB H)
Regent Davis reported that SB 100, Higher Education Scholarship Amendments require changes to R604, New Century Scholarship. **It was moved by Regent Davis and seconded by Regent Barnes to approve the revisions to policy R604 as outlined in Tab H. The motion carried.**

Revision of Policy R609, *Regents' Scholarship* (TAB I)
Regent Davis reported that SB 100, Higher Education Scholarship Amendments require changes to R609, Regents' Scholarship. **It was moved by Regent Davis and seconded by Regent Leavitt to approve the revisions to policy R609 as outlined in Tab I. The motion carried.**

General Consent Calendar (TAB X)

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

- A. Minutes – Minutes of the Board meeting January 25, 2013, Dixie State University, St. George, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved

Complete College America Update (TAB J)

Regent Davis reported on the information item for Complete College America. No action was taken by the board.

Regent Davis completed his report of the Academic and Student Affairs Committee.

In reference to the Complete College America update, Chair Beesley asked Commissioner Buhler, in consultation with the presidents, to bring to the board no later than the July meeting, specific recommendations for college completion strategies.

Finance/Facilities Committee

University of Utah – Series 2013 Approving Resolution for Revenue Bonded Debt Restructuring and Issue (TAB K)

Regent Pitcher asked Vice President Combe to present this item to the board. He reported that the University of Utah is requesting revenue bonding authorization of up to \$550,000,000 that will restructure its existing bonded debt portfolio. The change in structure is designed to increase the strength and credit quality of the University's debt offering. **It was moved by Regent Pitcher and seconded by Regent Simmons to approve the bonding resolution outlined in Tab K. The motion carried.**

Policy addendum to R207, *Institutional Residences for Colleges and Universities in the Utah System of Higher Education* (TAB L)

Regent Pitcher reported that the additional language in R207 allows more flexibility for the boards of trustees to oversee existing institutional residential projects under certain conditions, without Board of Regent approval. **It was moved by Regent Pitcher and seconded by Regent Clyde to approve the addendum to R207. The motion carried.**

Revision of Policy R143, *Succession Plan for Commissioner of Higher Education* (TAB M)

Regent Pitcher reported that the revision to R143 updates the policy with the titles of the persons the Commissioner has chosen to be acting CEO if the Commissioner should become temporarily incapable. **It was moved by Regent Pitcher and seconded by Regent Barnes to approve the revisions of R143 and delete the duplicate policy of R211 as outlined in Tab M. The motion carried.**

Revision of Policy R513, *Tuition Waivers and Reductions* (TAB N)

Regent Pitcher reported that the revision to R513 updated the policy to reflect the changes as a result of the passage of SB 51, Higher Education Tuition Waivers in the 2013 Legislative Session. **It was moved by Regent Pitcher and seconded by Regent Simmons to approve the policy revision. The motion carried.**

Revision of Policy R208, *Resource and Review Teams* (TAB O)

Regent Pitcher reported that the revision to policy R208 allows for greater participation and input by institutional board of trustees by adding the vice chair of the board of trustees to the appropriate resource and review team. **It was moved by Regent Pitcher and seconded by Vice Chair Campbell to approve the revisions to R208. The motion carried.**

Revision of Policy R209, *Evaluation of Presidents* (TAB P)

Regent Pitcher reported that the revision of policy R209 updates the evaluation schedule for newer presidents and the Commissioner of Higher Education. It also clarifies that the Commissioner is to approve potential interviewees for consideration by the Evaluation Committee. **It was moved by Regent Pitcher and seconded by Regent Prince to approve the revision to policy R209. The motion carried.**

Revision of Policy R120, *Bylaws of the State Board of Regents* (TAB Q)

Regent Pitcher reported that the revision of policy R120 updates the standing committees. The Programs and Planning Committee will be renamed the Academic and Student Affairs Committee and the Executive Committee will be able to add an additional Regent for the purposes of strategic planning. **It was moved by Regent Pitcher and seconded by Regent Clyde to approve the revision to R120. The motion carried.**

Salt Lake Community College – Campus Master Plan Approval (TAB R)

Regent Pitcher reported that the Finance/Facilities Committee reviewed the changes of the new campus master plan as outlined in Tab R and moved its approval. The motion was seconded by Regent Simmons. The motion passed.

USHE – Spring 2013 Enrollment Report (TAB S)

Regent Pitcher reported that after three straight years of enrollment growth, the Utah System of Higher Education enrollment for the Spring 2013 semester decreased by 3.08%. Two reasons contributed to this, the effects of a recent change in the age of LDS mission eligibility and the improving economy. No action was taken on this information item.

USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2012 (TAB T)

Associate Commissioner Gregory Stauffer briefly reported on this information item. No action was taken by the board.

USHE Capital Facilities Update for 2013-14 (TAB U)

Associate Commissioner Gregory Stauffer briefly reported on this information item. No action was taken by the board.

Utah State University – Student Building Fee Revenue Refunding Bonds, Series 2013 (TAB V)

Regent Pitcher reported on the recent bond sale. No action was taken by the board.

USHE Research Parks Information "Brief" (TAB W)

Associate Commissioner Gregory Stauffer briefly reported on this information item. No action was taken by the board.

Regent Pitcher completed his report of the Finance/Facilities Committee.

Chair Beesley reported that in anticipation of changes to committee structure outlined in R120, the Executive Planning Committee comprised of the Executive Committee plus Regent Zenger, met the afternoon of March 28. They discussed expediting less substantive policy changes to be approved by the

Executive Committee and reported on the Consent Calendar. They also discussed several items relating to the 2020 Plan.

Tuition Increases for 2013-2014 (1st- and 2nd- tier) (TAB Y)

Commissioner Buhler reported that in working with the presidents and in view of the increase of state appropriations, first-tier tuition is recommended at 5%. Two (Utah Valley University and Salt Lake Community College) of the eight institutions propose 1% second-tier increase, and the remaining six institutions propose a 0% second-tier increase. Associate Commissioner Greg Stauffer reported on additional detail, including differential tuition, and referred to the updated material in the Regents folder. **It was moved by Regent Pitcher and seconded by Regent Theurer to approve the tuition increases as outlined in Tab Y. The motion carried.**

Fee Increases for 2013-14 (TAB Z)

Associate Commissioner Greg Stauffer reported on the general student fee schedules for 2013-14. **It was moved by Regent Simmons and seconded by Regent Leavitt to approve the fee schedule as outlined in Tab Z. The motion carried.**

Resolutions

Stanford O. Cazier

It was moved by Regent Pitcher and seconded by Regent Karras to approve a resolution of appreciation for the late Dr. Stanford O. Cazier who served the Utah System of Higher Education as president of Utah State University from 1979 through 1992. The motion carried.

Robert Kenneth Reynard

It was moved by Regent Leavitt and seconded by Regent Zenger to approve a resolution of appreciation for the late Robert Reynard for his service to the Board of Regents as student Regent in 1998-1999. The motion carried.

It was moved by Regent Jensen and seconded by Regent Barnes to meet in Executive Session. The motion carried.

The Committee of the Whole adjourned at 2:11 p.m. and met in Executive Session until 3:06 p.m.

Kirsten Schroeder, Executive Secretary

Date Approved:

April 15, 2013

MEMORANDUM

TO: Executive Committee of the Board of Regents
FROM: David L. Buhler
SUBJECT: Weber State University – Purchase of Property Contiguous to the Davis Campus

Issue

Weber State University has requested authorization to purchase a 2.25 acre property located at 875 South 200 East in Layton City that is contiguous to the WSU Davis Campus and includes a 26,208 square-foot office building and 104 stalls of flat parking. The requested price of \$3.3 million is less than the \$3.4 million MAI appraisal obtained by the university.

Background

This property, known as the Northrup Grumann building, is located on the northwest corner of existing campus. Its acquisition, though highly desired at the time the existing Davis Campus site was purchased, was not available at that time. Together with another adjacent property acquired by the university in September of 2011, the property will ultimately constitute the front porch of the campus due to its highly visible location and access at the intersection of University Park Blvd. and State Highway 193. Funding for the acquisition and ongoing operation of the property will be provided from non-appropriated funds generated by WSU Continuing Education.

Time is of the essence in approving this purchase since the offer to sell stipulates that the transaction must close prior to May 1, 2013. Copies of the WSU request, which contains additional information about the property, aerial photographs of the property, and an executive summary of the property appraisal are attached for your information.

Commissioner's Recommendation

The Commissioner recommends Board approval of this proposed purchase.



David L. Buhler
Commissioner of Higher Education



WEBER STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT
ADMINISTRATIVE SERVICES

March 28, 2013

Mr. Dave Buhler, Commissioner
Utah System of Higher Education
Board of Regents Building
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler:

Weber State University seeks Regent authorization to purchase real property consisting of a building, parking lot, and 2.25 acres of land adjacent to the WSU Davis campus for \$3.3 million dollars. The attached maps show the location of the proposed acquisition.

As background, at the urging of regents and other state leaders, WSU has actively sought an opportunity to acquire the property at 875 South 200 East in Layton City commonly known as the Northrop Grumman building. This parcel, along with a parcel WSU recently acquired just to the north, will ultimately constitute the front porch of the campus due to its highly visible location on the southeast corner of University Park Blvd. and State Highway 193. This property was greatly desired at the time the Davis campus was originally assembled. But its acquisition was not possible until recently.

WSU is very pleased that the current owner has agreed to sell the parcel, a 26,208 square-foot office building, and 104 stalls of flat parking to the university for \$3.3 million. The purchase is supported by an MAI appraisal (obtained by WSU) of \$3.4 million.

For the near- and intermediate-term, the facility will be essentially owned and operated by WSU's Continuing Education Division and will provide space for its growing education a mission. WSU CE has experienced rapid growth in recent years and produces in excess of \$8 million in instruction and training annually.

Funding for the proposal--both acquisition and operation--will come from non-appropriated funds generated by WSU Continuing Education.

One stipulation of the purchase agreement is that the transaction close prior to May 1, 2013. WSU seeks the Regents assistance in meeting this abbreviated timeline.

Sincerely,

A handwritten signature in black ink, appearing to read 'Norm Tarbox'.

Dr. Norm Tarbox
Vice President for Administrative Services

cc: Dr. Greg Stauffer

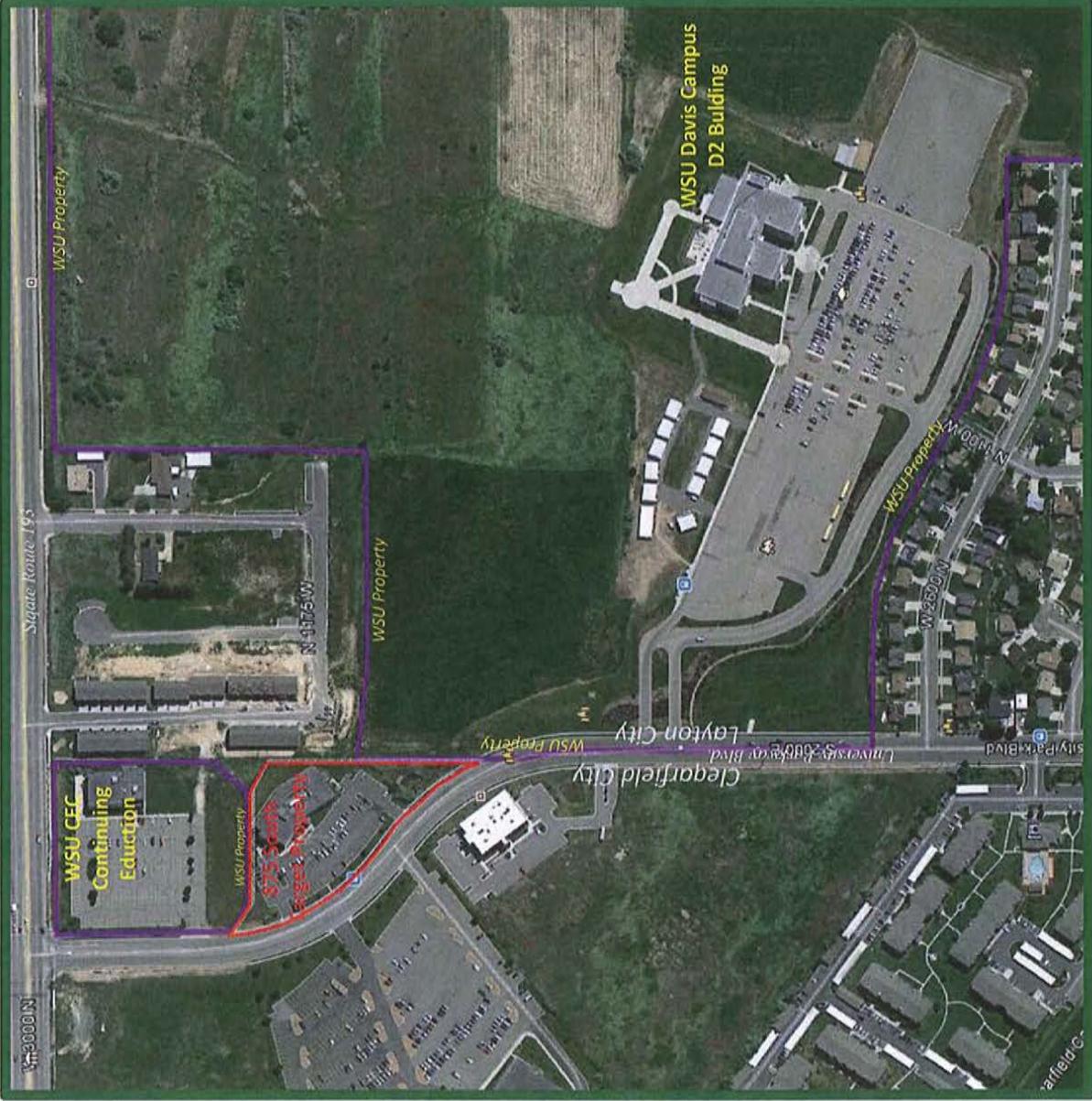


Figure 1
Target Property - 875 South

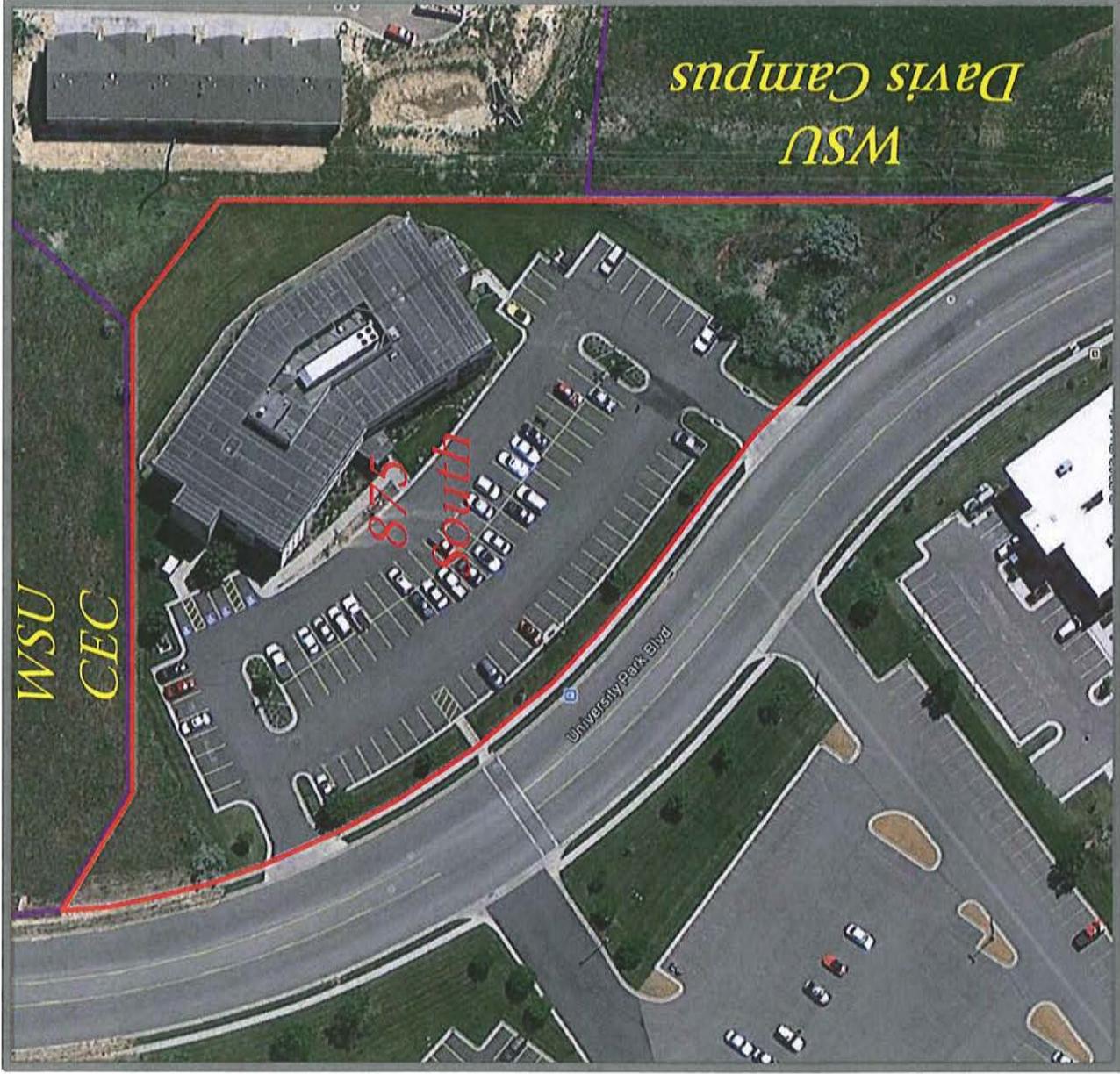


Figure 2
Target Property - 875 South - Close Up

Integra Realty Resources
Salt Lake City

Appraisal Of Real Property

BG Properties Office Building
Office Property
875 University Park Boulevard
Clearfield, Davis County, Utah 84015

Prepared For:
Weber State University

Effective Date of the Appraisal:
Market Value As Is: October 25, 2012

IRR - Salt Lake City
File Number: 160-2012-0993BW





**BG Properties Office Building
875 University Park Boulevard
Clearfield, Utah**

Integra Realty Resources
Salt Lake City

5107 South 900 East
Suite 200
Salt Lake City, UT 84117

T 801.263.9700
F 801.263.9709
dliddell@irr.com
www.irr.com/saltlakecity



November 9, 2012

Mr. Mark Halverson
Weber State University
3848 Harrison Boulevard
Ogden, Utah 84408

SUBJECT: Market Value Appraisal
BG Properties Office Building
875 University Park Boulevard
Clearfield, Davis County, Utah 84015
Integra Salt Lake City File No. 160-2012-0993BW

Dear Mr. Halverson:

Integra Realty Resources – Salt Lake City is pleased to submit the accompanying appraisal of the referenced property. The purpose of the appraisal is to develop an opinion of the market value as is of the leased fee interest in the property. The client and intended user for the assignment is Weber State University. The intended use is for property acquisition purposes.

The appraisal is intended to conform with the Uniform Standards of Professional Appraisal Practice (USPAP), and the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute.

To report the assignments results, we use the summary report option of Standards Rule 2-2(b) of USPAP. Accordingly, this report contains summary discussions of the data, reasoning, and analyses that are used in the appraisal process whereas supporting documentation is retained in our file. The depth of discussion contained in this report is specific to the needs of the client and the intended use of the appraisal.

Mr. Mark Halverson
Weber State University
November 9, 2012
Page 2

The subject is an existing single tenant office property containing 25,579 square feet of rentable area. The improvements were constructed in 2001 and are 100% leased as of the effective appraisal date with the current agreement expiring in less than 12 months. The site area is 2.25 acres or 98,010 square feet.

Based on the valuation analysis in the accompanying report, and subject to the definitions, assumptions, and limiting conditions expressed in the report, our opinion of value is as follows:

VALUE CONCLUSION			
Appraisal Premise	Interest Appraised	Date of Value	Value Conclusion
Market Value As Is	Leased Fee	October 25, 2012	\$3,440,000

EXTRAORDINARY ASSUMPTIONS & HYPOTHETICAL CONDITIONS

The value conclusions are subject to the following extraordinary assumptions that may affect the assignment results.

An extraordinary assumption is uncertain information accepted as fact. If the assumption is found to be false as of the effective date of the appraisal, we reserve the right to modify our value conclusions.

1. Although the building is currently leased to a single tenant, the lease is short-term in nature (less than 12 months). Accordingly, a market rent is applied to the leased space with a rent differential utilized for the remainder of the lease term.

The value conclusions are based on the following hypothetical conditions that may affect the assignment results. A hypothetical condition is a condition contrary to known fact on the effective date of the appraisal but is supposed for the purpose of analysis.

1. None

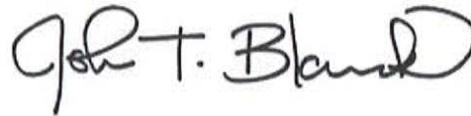
If you have any questions or comments, please contact the undersigned. Thank you for the opportunity to be of service.

Respectfully submitted,

INTEGRA REALTY RESOURCES - SALT LAKE CITY



Rick Lifferth, MAI, SRA
Certified General Real Estate Appraiser
(801) 547-9700
rlifferth@irr.com



John T. Blanck
Certified General Real Estate Appraiser
(801) 263-9700 ext. 109
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Bryan L. Wong
Certified General Real Estate Appraiser
(801) 263-9700 ext. 112
bwong@irr.com

SUMMARY OF SALIENT FACTS AND CONCLUSIONS

Property Name	BG Properties Office Building		
Address	875 University Park Boulevard Clearfield, Utah 84015		
Property Type	Office - General office		
Owner of Record	CMLT 2008-LS1 BG Office Properties Utah SPE LLC		
Tax ID	09-302-0002		
Land Area	2.25 acres; 98,010 SF		
Gross Building Area	26,208 SF		
Rentable Area	25,579 SF		
Percent Leased	100%		
Year Built	2001		
Zoning Designation	C-2, General Commercial		
Highest and Best Use - As if Vacant	Office use		
Highest and Best Use - As Improved	Continued office use		
Exposure Time; Marketing Period	12 months; 12 months		
Effective Date of the Appraisal	October 25, 2012		
Date of the Report	November 9, 2012		
Property Interest Appraised	Leased Fee		
Market Value Indications			
Cost Approach	Not Used		
Sales Comparison Approach	\$3,450,000		(\$134.88/SF)
Income Capitalization Approach	\$3,440,000		(\$134.49/SF)
Market Value Conclusion	\$3,440,000		(\$134.49/SF)

The values reported above are subject to the definitions, assumptions, and limiting conditions set forth in the accompanying report of which this summary is a part. No party other than Weber State University may use or rely on the information, opinions, and conclusions contained in the report. The summary shown above is for the convenience of Weber State University, and therefore it is assumed that the users of the report have read the entire report, including all of the definitions, assumptions, and limiting conditions contained therein.

EXTRAORDINARY ASSUMPTIONS & HYPOTHETICAL CONDITIONS

The value conclusions are subject to the following extraordinary assumptions that may affect the assignment results.

An extraordinary assumption is uncertain information accepted as fact. If the assumption is found to be false as of the effective date of the appraisal, we reserve the right to modify our value conclusions.

1. Although the building is currently leased to a single tenant, the lease is short-term in nature (less than 12 months). Accordingly, a market rent is applied to the leased space with a rent differential utilized for the remainder of the lease term.

The value conclusions are based on the following hypothetical conditions that may affect the assignment results. A hypothetical condition is a condition contrary to known fact on the effective date of the appraisal but is supposed for the purpose of analysis.

1. None

April 15, 2013

MEMORANDUM

TO: Executive Committee of the Board of Regents
FROM: David L Buhler
SUBJECT: Dixie State University's "Good Neighbor Waiver"

Background

In 2009, the Utah State Legislature passed HB 364 that provided Dixie State University (DSU) with a unique nonresident "Good Neighbor Waiver" for students residing in a county located within 70 miles of DSU's main campus. Students were required to pay a surcharge per credit hour in addition to regular tuition and fees, the surcharge equated to 170% of the approved resident rate. The purpose was to enhance educational opportunities and cooperation, and to support auxiliary enterprises.

Issue

Language in SB 51 (2013) grants authority to the State Board of Regents (SBR) to accept recommendations and set the surcharge rate at an appropriate level within the Utah System of Higher Education (USHE); the prior language mandating a 170% surcharge has been removed. Due to recent changes, greatly enhancing the availability of nonresident waivers for *meritorious* students, as included in the language of SB 51 (2013 General Session), and opportunities now present with the expanded Western Undergraduate Exchange (WUE) program, President Nadauld has requested that the "Good Neighbor" surcharge be set the same level as the WUE program, at 150% of resident tuition. Each president has been contacted via email to see if any have concerns or objections, none have been voiced with several indicating support for this change.

Commissioner's Recommendation

The Commissioner recommends reducing the tuition surcharge for nonresident student's qualifying for "Good Neighbor Waivers" from 170% to 150% of resident tuition effective Fall semester 2013.



David L Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment



April 5, 2013

Memorandum

TO: Dr. Gregory Stauffer

FROM: Dixie State University

SUBJECT: Dixie State University Good Neighbor Waiver

Issue

The passage of SB 51 Higher Education Tuition Waivers (2013 General Session) grants the State Board of Regents (SBR) the authority to set the surcharge per credit hour for students receiving the Dixie State University (DSU) Good Neighbor Waiver.

Background

In 2009, the Utah State Legislature passed HB 364 creating the DSU Good Neighbor Waiver. The 2009 legislation allowed DSU to offer Good Neighbor Waivers, at a 70% minimum surcharge (1.7 times the resident rate), to out-of-state students living in counties located within 70 miles of the DSU main campus. The purpose of the waiver is to promote goodwill and educational opportunities to students and their families living in neighboring communities.

Rationale

The Good Neighbor Waiver, with the 70% minimum surcharge, has been somewhat limited in its effectiveness in the recruitment of students in DSU neighboring communities as it exceeds the WUE's 50% surcharge (making the WUE a more desirable award to Good Neighbor Students who qualify). In addition, with the passage of SB 51 allowing greater flexibility in the use of Meritorious Non-resident Waivers at an amount up-to the full non-resident portion of tuition, the Good Neighbor Waiver provides little incentive to students who qualify for meritorious non-resident waivers. However, the DSU Good Neighbor waiver, with a lower minimum surcharge percentage, would fill a niche as a recruitment tool for DSU in providing a needed opportunity to students who do not qualify for the WUE or a Meritorious Non-resident Waiver.

Request

DSU is requesting that the SBR set the Good Neighbor Waiver minimum surcharge at 50% (1.5 times the resident rate). It is our request that this surcharge be approved as quickly as is possible. As you are aware, the next couple of months in the student recruiting cycle are very important in offering scholarships and waivers to prospective students. In order to make the Good Neighbor Waiver an appropriate

incentive for students to attend DSU, the change from a 70% surcharge to a 50% surcharge will be most helpful. The approval of this change will also help DSU address the enrollment challenges relative to the LDS Missionary Age Change and an improving economic environment.

April 15, 2013

MEMORANDUM

TO: Executive Committee of the Board of Regents

FROM: David L. Buhler

SUBJECT: SUU Presidential Search – R203 Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions

Issue

Pursuant to R203, *Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions*, "The Chair of the State Board of Regents shall appoint a search committee chair, vice-chair, and the full membership of a search committee following authorization by the Board and after consultation with the Chair or other members of the Board of Trustees and other constituencies, as is deemed advisable by the Chair of the Board of Regents."

Commissioner's Recommendation

The Commissioner recommends that the Executive Committee, acting in behalf of the Board of Regents, authorize Chair Beesley to appoint a search committee chair, vice-chair, and the full membership of the SUU presidential search committee following consultation with the Board of Trustees and other constituencies.



David L. Buhler
Commissioner of Higher Education

DLB/CRW
Attachment



R203, Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions¹

R203-1. Purpose: To provide for the establishment and function of presidential search committees and for the selection of presidents by the Board in the Utah System of Higher Education (USHE).

R203-2. References

- 2.1. Utah Code §53B-2-102, Board to Appoint President of Each Institution
- 2.2. Utah Code §52-4-202, Public Notice of Meetings
- 2.3. Utah Code §11-13-223, Open and Public Meetings
- 2.4. Policy and Procedures R120, Bylaws of the State Board of Regents; 3.3.2.4, Selection of President

R203-3. Presidential Search Committees

3.1. Board is Equal Opportunity Employer: The Utah State Board of Regents is an equal opportunity employer. Board action to employ presidents shall be based upon selection only after extensive advertising of vacancies, screening of applicants, and searching for applicants without regard to race, ethnicity, color, sex, marital status, disability, national origin, veteran's status, or religious persuasion.

3.2. Early Beginning of Search Process: It shall be the policy of the Regents to begin the search and selection process for filling institutional presidencies from no less than six and preferably twelve months in advance of the time when the incumbent plans to retire or make his or her resignation effective. This early beginning of the search process is intended to allow sufficient time for advance advertising and search activities that will facilitate the widest possible notice of vacancies and extensive search activities to attract high quality nominees and applicants. In instances where unanticipated vacancies occur without notice and without sufficient time for an extensive search, the Regents may appoint an interim president in order to provide the necessary time. The selection and appointment of presidents, being one of the foremost responsibilities given to the Regents, shall be given the highest priority consideration of the Board.

3.3. Chair Appoints Search Committee: The Chair of the State Board of Regents shall appoint a search committee chair, vice-chair, and the full membership of a search committee following authorization by the Board and after consultation with the Chair or other members of the Board of Trustees and other constituencies, as is deemed advisable by the Chair of the Board of Regents. All search committee chairs shall be members of the Board of Regents with the vice-chair being the Chair of the Board of Trustees. The Board of Trustees Chair, Vice-Chair, and one additional member of the executive committee shall serve on the search committee. The Search Committee will include an equal number of Regents and Trustees numbering up to five of each body. The membership of search committees to be appointed by the Chair shall be broadly representative of the Regents, institutional Board of Trustees, faculty, and administration. In addition, the Chair shall give consideration to appointing representatives of the alumni, the community, the student body, and the college or university staff. Also, consideration shall be given to assure an appropriate

¹ Adopted November 20, 1978; amended May 18, 1982, October 11, 1985, September 12, 1986, September 18, 1992, November 13, 1998, September 13, 2002, December 12, 2002, September 5, 2008, and May 29, 2009. Revisions approved by the Board of Regents on August 27, 2010, January 25, 2013.

balance between search committee members and their background, gender, and ethnicity. The Commissioner of Higher Education or his/her designee(s) shall serve as executive assistant and secretary to the search committee.

3.4. Advertising: After the search committee has held its first meeting and has agreed upon qualifications for the position, the Commissioner of Higher Education shall be responsible for advertising nationwide, regionally, and statewide the availability of the position and an invitation to all interested persons to apply for the position or to nominate others. Applications or nominations shall be made to the Commissioner and will be accepted until the position is filled.

3.5. Aggressive Search: All Regents, trustees, search committee members, the Commissioner of Higher Education, presidents, vice presidents, deans, department heads, faculty, students, alumni, friends of the institution, and members of the community shall be encouraged to take the initiative in nominating qualified individuals and encouraging qualified individuals to apply for the position. All of the above should participate in an aggressive search for qualified persons. The emphasis shall be upon a search for qualified individuals and not the passive acceptance of applications from those seeking the position, and search committees shall organize themselves and implement their search accordingly.

3.6. Duties of the Search Committee: The search committee shall meet regularly and shall by majority vote of those present, determine and direct all activities of the committee. The committee shall host constituent meetings to seek public input regarding the qualifications of ideal candidates and explain the search process. The committee shall have the duty to establish qualifications for the position, to search for qualified individuals, to receive nominations and applications, to review the qualifications of nominees and applicants, to seek out information about nominees and applicants, to interview nominees and applicants as a committee, and to transmit to the Board the names of at least three (3) but not more than five (5) persons who are fully qualified to serve as president of the institution. Committee members shall study files compiled by the executive secretary on each applicant and nominee and shall become fully informed about applicants and nominees. The Commissioner of Higher Education and her/his staff shall provide information and make confidential inquiries and give reports on the same as requested by the committee.

3.7. Confidentiality: The search committee shall keep all information about applicants and nominees strictly confidential. They should exercise special care to avoid disclosure of confidential information and to protect the right of all applicants and nominees to privacy and anonymity insofar as is possible. The chair and the executive assistant/secretary shall emphasize and constantly remind all search committee members of the importance of preserving the confidentiality of all information made available to all members of the committee. The Board of Regents will make public the names of finalists to be interviewed by the full membership of the Board.

3.8. Personal Interviews of Qualified Applicants and Nominees: The search committee shall review the comprehensive files on all applicants and nominees and shall invite for personal interviews those applicants or nominees that appear to be qualified and that appear to show the highest promise of being capable of serving with distinction as president of the institution.

3.8.1. Those who are interviewed shall be given an opportunity to become acquainted with the requirements of and qualifications for the position and with the role, programs and non-confidential issues of the institution.

3.8.2. During or following each interview the committee, the chair, or the Commissioner shall determine whether or not the interviewee would and could accept the position of president if offered at the salary and benefit level and contractual conditions specified by the Board of Regents, and commence service in that position within the time frame indicated by the Board.

3.8.3. At the conclusion of all interviews, the search committee shall discuss openly and fully each nominee or applicant interviewed. The particular strengths and weaknesses of each interviewee should be highlighted and all committee members should give the full committee the benefit of his or her views on each candidate.

3.9. Search Committee Vote: Following the interviews discussion, the search committee members shall vote by secret ballot on each interviewee who has indicated her/his willingness to serve as president. The voting procedure shall be as follows:

3.9.1. Each committee member shall write the name of the candidate on one side of a sheet of paper.

3.9.2. To the question, "Is this candidate fully qualified to be president of this institution?", each search committee member shall write the word "yes" or "no."

3.9.3. All papers will be folded and handed to the executive secretary. The executive secretary and the chair will then compile the responses.

3.9.4. The chair shall then announce to the search committee the names of those candidates that received a majority of "yes" responses to the question. The response counts on other candidates shall not be reported to the committee.

3.9.5. After further discussion regarding the remaining candidates as identified in 3.9.4., the secret ballot voting process is repeated until the committee agrees upon at least three (3) but not more than five (5) candidates to recommend to the Board as persons qualified to serve as president of the institution.

3.9.6. The chair shall report to the Board of Regents the results of the voting of the search committee on all candidates that were interviewed.

3.9.7. Unless the Board of Regents calls upon the search committee for more information, or unless the Board votes to reconvene the search committee as provided in 4.7 below, the work of the committee shall be finished after they have concluded their balloting on each candidate and submitted their written report and recommendations to the Board.

3.10. Proxy Voting by Search Committee Members: Proxy voting by search committee members will be permitted, but no search committee member shall be permitted to vote on a candidate unless he/she has interviewed the candidate. The proxy vote will be transmitted to the chair of the committee in the form of an informal letter in which the committee member states:

3.10.1. "The following candidates, whom I have interviewed are in my judgment fully qualified to be president of this institution: (The names of the candidates shall follow.) "All other candidates have either not been interviewed or they are not, in my view, fully qualified."

3.10.2. The Search committee member's signature shall be affixed to the letter and the letter shall be labeled: Personal and confidential. The letter shall be delivered to the chair or the executive assistant/secretary in a sealed envelope and the envelope shall be labeled: Personal and confidential.

3.11. Purpose of Search Committee: The purpose of the search committee is to assist the Regents in appointing a highly qualified person to serve as president. In keeping with this, the committee members should not seek to restrict the names to be placed before the Regents for their consideration. The above process is designed to give the Regents the broadest choice in carrying out the statutory responsibility of appointing presidents of USHE institutions.

R203-4. President Selection by Regents

4.1. Regents May Consider All Candidates and Nominees; Consideration of Search Committee Deliberations and Actions: All names of all persons that were interviewed by the search committee, and all names of all applicants and nominees that were not interviewed, shall be transmitted to the Regents, and the Regents shall interview any person on either list and shall appoint the individual whom the Regents feel is the best qualified for the position. This shall be done, however, after having weighed very carefully the views expressed by the search committee members and after having given very careful consideration to the voting of the committee members as outlined above, and after consulting with the institutional Board of Trustees.

4.2. Search Committee Interview and Report Necessary for Regent Interview: If the Regents determine that an applicant or nominee who was not interviewed by the search committee should be interviewed by the Regents, the search committee shall be notified and convened to interview the applicant, to vote on the person's qualifications, and to advise the Regents on the outcome of the vote.

4.3. Consideration of Search Committee Findings: In almost all instances, it is anticipated that the most highly recommended candidates will be the only ones interviewed by the Regents. Search committees, therefore, have a very heavy responsibility, and the Regents have an obligation to give the highest priority consideration to search committee findings in interviewing finalists and in appointing a new president.

4.4. Files and Reference Information Available to Regents: The comprehensive files of all finalists shall be made available to all Regents for their review prior to the time of the scheduled interviews. If the Board deems it to be necessary, the Commissioner will make additional contacts to gather added information on the finalists and report the same to the Board.

4.5. Selection of Finalists to Be Interviewed: After having reviewed fully the report of the search committee, the Board of Regents shall determine what candidates they want to interview as finalists for the position of president. A schedule of interviews will be established and the Commissioner of Higher Education and his/her executive assistant/secretary shall make the necessary arrangements with all finalists and the institution. Pursuant to Utah's Public Notice of Meetings statute, the Board of Regents will make public the names of all finalists to be interviewed by the full Board in such time as to be in compliance with state law prior to the scheduled interviews.

4.6. Finalists' On-Campus Meetings and Interviews with the Board: The Board shall host the interviews of the finalists on campus. In addition to the Board interviews, the finalists shall meet with on-campus groups and shall include:

4.6.1. Each finalist shall meet the Institution's board of trustees and groups representing the institution's president's cabinet, faculty and staff, and students. A member of the Commissioner's staff shall be assigned to each group to report to the Board each group's observations.

4.6.2. Finalist interviews held in an executive session of the Board pursuant to the Utah Open and Public Meetings statute. The Board Chair shall invite the institution's Trustee Chair, Vice-chair,

and other executive committee members, up to a total of five Trustees to fully participate in the Board's interview of each finalist and to offer their insights and observations of each finalist.

4.7. Deliberations after Interviews: After the interviews of the finalists have been completed, the strengths and weaknesses of each candidate will be fully and openly discussed by the Board, the Trustee Chair, Vice-chair, and other executive committee members up to a total of five Trustees, and the Commissioner.

4.8. Preliminary Qualification of Candidates: Prior to seeking to reach consensus to appoint the president, the Regents shall consider the question: "Is one or more of these candidates fully qualified, and will one or more of them, in our judgment, perform the duties as president of this institution with distinction?" If a majority of the members present appear to agree with the above question, the Regents will proceed to appoint a new president. If, however, a majority appear to disagree with this question, the Regents will request the search committee to reconvene and to search for additional qualified persons.

4.9. Board of Trustees May Petition for Consultation: Prior to the final selection of an institutional President, the Board of Trustees may petition the Board to arrange for more extended communications regarding the selection of the President.

4.10. Voting to Appoint a President: Voting for appointment of the president shall be in a properly noticed and constituted open meeting of the Board. Nine votes or more will be required to appoint a president.

May 17, 2013

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Appointment of Interim President, Southern Utah University

Issue

Pursuant to R203, *Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions*, "In instances where unanticipated [presidential] vacancies occur without notice and without sufficient time for an extensive search, the Regents may appoint an interim president in order to provide the necessary time" for a full and complete search. The Board and the SUU community is fortunate that former Commissioner Rich Kendell is available to serve as interim president until a new president is named. Dr. Kendell's experience, integrity, interpersonal skill, academic expertise, and management capabilities are well-known to the Board. He will provide a steady hand during the campus uncertainty that inevitably occurs during a university presidential search.

Commissioner's Recommendation

The Commissioner recommends that the Board appoint as Southern Utah University Interim President Dr. Richard E. Kendell effective July 8, 2013.

David L. Buhler
Commissioner of Higher Education

DLB/CRW