

**STATE BOARD OF REGENTS
SNOW COLLEGE
FRIDAY, MAY 17, 2019**

AGENDA

8:30 AM – 9:50AM **BREAKFAST MEETING – STATE BOARD OF REGENTS, SNOW COLLEGE
BOARD OF TRUSTEES, PRESIDENT CARLSTON, COMMISSIONER BUHLER**
Discussion and Executive Session (if needed)
Location: Huntsman Library, Room 307

10:00 AM – 11:00 AM **DISCUSSION – REGENTS, COMMISSIONER, PRESIDENTS**
Topic: Campus Safety
Location: Noyes Building, Founders Hall

11:00 AM – 11:15 AM **TRANSITIONAL BREAK**

11:15 AM – 12:45 PM **MEETINGS OF BOARD COMMITTEES**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Regent Teresa L. Theurer, Chair

Location: Graham Science Center, Room 122

ACTION:

- | | |
|--|----------------|
| 1. USHE – Adoption of Policy R620, <i>Utah Access Promise Scholarship</i> | TAB A |
| 2. USHE – Adoption of Policy R621, <i>Terrel H Bell Education Scholarship Program</i> | TAB B |
| 3. USHE – Adoption of Policy R622, <i>Career and Technical Education Scholarship Program</i> | TAB C |
| 4. USHE – Revision of Policy R165, <i>Concurrent Enrollment</i> | TAB D |
| 5. USHE – Revision of Policy R312, <i>Utah System of Higher Education and Institutional Missions and Roles</i> | TAB E |
| 6. USHE – Revision of Policy R604, <i>New Century Scholarship</i>
Revision to Policy R609 B, <i>Regents' Scholarship</i>
Adoption of Regent Policy R609 C, <i>Regents' Scholarship</i> | TAB F
TAB G |
| 7. USHE – Revision of Policy R609A, <i>Regents' Scholarship</i> | TAB G |
| 8. USHE – Revision of Policy R805, <i>Gender, Race, and Ethnicity Representation Within the Utah System of Higher Education Workforce</i> | TAB H |
| 9. Technology Initiative Advisory Board – Funding Allocations from the 2019 Legislative Session | TAB I |

INFORMATION:

- | | |
|---|-------|
| 1. Update on Utah Women's Leadership Exchange Program | TAB J |
|---|-------|

FINANCE/FACILITIES COMMITTEE

Regent Mark R. Stoddard, Chair

Location: Graham Science Center, Room 124

ACTION:

- | | |
|---|-------|
| 1. Snow College – Campus Master Plan | TAB K |
| 2. Dixie State University – Campus Master Plan | TAB L |
| 3. Salt Lake Community College – Acquisition of Property | TAB M |
| 4. University of Utah – Series 2019 General Revenue Bonds | TAB N |

- | | |
|---|-------|
| 5. Utah State University – Series 2019 Research Revenue Bonds | TAB O |
| 6. Utah State University – Revision to Legislative Bond Authorization | TAB P |
| 7. Utah State University – Series 2019 Student Fee and Housing Revenue Bonds | TAB Q |
| 8. Utah Valley University – Non-traditional Arrangement and Property Purchase | TAB R |
| 9. Utah Valley University – Property Acquisition | TAB S |
| 10. USHE – Enrollment Forecasts | TAB T |
| 11. USHE – 2019-20 Performance Funding Model and Allocations | TAB U |
| 12. USHE – Capital Development Prioritization Cycle 2020-21 – Adoption of Priority Guidelines | TAB V |
| 13. USHE – Revision of Policy R701, <i>Capital Facilities</i> | TAB W |
| 14. USHE – Revision of Policy R741, <i>Capital Development Prioritization – CDP</i> | TAB X |

INFORMATION:

- | | |
|---|-------|
| 1. USHE – Capital Improvement Update for 2019-20 | TAB Y |
| 2. USHE – Institutions’ Health Plan Changes 2019-20 | TAB Z |

12:45 PM – 1:45 PM LUNCH
Location: Huntsman Library, Second Floor

1:45 PM – 2:15 PM PRESIDENT’S REPORT
Location: Noyes Building, Founders Hall

2:15 PM – 3:30 PM COMMITTEE OF THE WHOLE
Location: Noyes Building, Founders Hall

- | | |
|--|--------|
| 1. General Consent Calendar | TAB AA |
| 2. USHE – 2019-2020 Commissioner’s Office Work Plan | TAB BB |
| 3. USHE – Cybersecurity Funding | TAB CC |
| 4. USHE – Revision of Policy R262, <i>Student Safety</i> | TAB DD |
| 5. Report of Board Committees | |
| 6. Appointment of Interim Commissioner of Higher Education | |

3:30 PM – 3:45 PM TRANSITION BREAK

3:45 PM – 4:45 PM EXECUTIVE SESSION (if needed)
Location: Noyes Building, Heritage Room

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, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Regent Policy R312, Utah System of Higher Education Institutional Missions and Roles

Issue

Utah Valley University has revised its institutional mission statement and seeks Board approval.

Background

Regent policy R312 establishes each institution's mission and role within the Utah System of Higher Education. Although statute and Board policy determines institutional roles, the institutions generally articulate their missions. The Board must approve institutional mission statements along with any subsequent changes, which it then codifies in R312. Utah Valley University's recently revised mission statement requires the Board's approval before it can take effect.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the revision of R312 effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GL

R312-1. Purpose: To establish the distinct missions and roles of the institutions in the Utah System of Higher Education (USHE) and foster economic growth and innovation.

R312-2. References

- 2.1. Utah Code §53B-6-101, Master Plan for Higher Education
- 2.2. Utah Code Section 53B-16-101, Establishment of Institutional Roles and General Courses of Study
- 2.3. Regents Policy R301, Master Plan Executive Summary
- 2.4. Regents Policy R310, System-wide Vision and Mission Statement
- 2.5. Regents Policy R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.6. Regents Policy R485, Faculty Workload Guidelines

R312-3. Definitions

- 3.1. **"Roles"**: the general category within which an institution fits as described in Utah Code §53B-16-101, Establishment of Institutional Roles and General Courses of Study.
- 3.2. **"Mission Statements"**: written statements of the general purposes and functions of various institutions approved by the Regents.
- 3.3. **"Teaching Load"**: the institutional average teaching workload for full-time faculty at the various institutions.
- 3.4. **"Open Admission"**: an admissions policy that allows all applicants to be admitted. An open admission policy does not necessarily grant students access to all courses until the institution has assessed the student's level of preparedness.

R312-4. Institutional Roles and Missions

- 4.1. **Research Universities:** A research university's role is to provide undergraduate, graduate and research programs and to discover, create, and transmit knowledge through academic programs at the undergraduate, graduate, and professional with emphasis on teaching, research, and service. Transfer programs allow students to seamlessly seek degrees at other institutions within the system. 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. The University of Utah and Utah State University are research universities.

¹ Approved on May 30, 2003; amended May 29, 2009. Revisions approved by the Board of Regents on May 29, 2009, May 20, 2011, September 16, 2011; May 17, 2013; January 22, 2016; April 1, 2016; July 15, 2016; and May 18, 2018.

4.1.1. University of Utah Mission Statement (2016): The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

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. Regional Universities: The regional university's role provide career and technical education, undergraduate associate and baccalaureate programs and select master's degree programs to fill regional or state workforce demands. After a new master's degree program's fifth year, the program should be awarding a minimum average of five degrees per year as measured over a previous three-year period to be considered sustainable. Regional universities emphasize teaching, scholarly, and creative achievements that complement teaching-and community service. Transfer programs allow students to seamlessly seek degrees at other institutions within the system. 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. Weber State University, Southern Utah University, Utah Valley University, and Dixie State University are regional universities.

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 (2016): Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence.

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~~an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship.

4.2.4. Dixie State University Mission Statement (2016): Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

4.3 Comprehensive Community Colleges: The comprehensive community college's role 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 prepare graduates to begin upper-division work. The institution emphasizes teaching, training, scholarly, professional, and creative achievement, community service, and contributes to the quality of life and economic development of the community and the state. The comprehensive community college's role is identifiable in its organizational structure and is supported through programs, services, and specific administrative responsibility. Salt Lake Community College and Snow College are comprehensive community colleges. All institutions except the University of Utah provide varying degrees of community college functions in their respective service areas.

4.3.1. 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.

4.3.2. Salt Lake Community College Mission Statement (2016): Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

R312-5. Accreditation: 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. Faculty

6.1. Criteria for Selection, Retention, and Advancement

6.1.1. Research 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.

6.1.2. Regional 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.

6.1.3. Comprehensive Community: 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.

6.2. Educational Preparation

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

6.2.2. Regional 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.

6.2.3. Comprehensive Community 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.

6.3. Teaching Loads and Research Activities

6.3.1. Research Universities: Average teaching loads are expected to be lower than that of faculty in regional 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.

6.3.2. Regional Universities: Average teaching loads are higher than those of faculty in research universities. These teaching loads reflect regional universities having fewer graduate programs and less emphasis on research and scholarship than research institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

6.3.3. Comprehensive Community Colleges: Average teaching loads are somewhat higher than those of faculty in regional universities, because faculty do not have extensive research responsibilities. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

R312-7. Student Admission

7.1. Research Universities: Research universities are selective in admissions.

7.2. Regional Universities: Regional universities are open-admission institutions unless otherwise excepted by the Board of Regents. Regional universities may test or assess students for directed course placement, the ability to benefit from specific courses for financial aid purposes, and the students' projected ability to succeed.

7.3. Comprehensive Community Colleges: Comprehensive Community Colleges are open-admission institutions. Incoming students may be tested or assessed for course placement and the ability to benefit from specific courses for financial aid purposes.

R312-8. Support Services

8.1. Research Universities: These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

8.2. Regional 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 needs of students and faculty.

8.3. Comprehensive Community Colleges: These institutions provide library services, student support services, equipment, and other resources to support lower-division programs in career and technical education, general education, developmental education, transfer programs, and the needs of students, faculty, and the community.

R312-1. Purpose: To establish the distinct missions and roles of the institutions in the Utah System of Higher Education (USHE) and foster economic growth and innovation.

R312-2. References

- 2.1. Utah Code §53B-6-101, Master Plan for Higher Education
- 2.2. Utah Code Section 53B-16-101, Establishment of Institutional Roles and General Courses of Study
- 2.3. Regents Policy R301, Master Plan Executive Summary
- 2.4. Regents Policy R310, System-wide Vision and Mission Statement
- 2.5. Regents Policy R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.6. Regents Policy R485, Faculty Workload Guidelines

R312-3. Definitions

- 3.1. **"Roles"**: the general category within which an institution fits as described in Utah Code §53B-16-101, Establishment of Institutional Roles and General Courses of Study.
- 3.2. **"Mission Statements"**: written statements of the general purposes and functions of various institutions approved by the Regents.
- 3.3. **"Teaching Load"**: the institutional average teaching workload for full-time faculty at the various institutions.
- 3.4. **"Open Admission"**: an admissions policy that allows all applicants to be admitted. An open admission policy does not necessarily grant students access to all courses until the institution has assessed the student's level of preparedness.

R312-4. Institutional Roles and Missions

4.1. **Research Universities:** A research university's role is to provide undergraduate, graduate and research programs and to discover, create, and transmit knowledge through academic programs at the undergraduate, graduate, and professional with emphasis on teaching, research, and service. Transfer programs allow students to seamlessly seek degrees at other institutions within the system. 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. The University of Utah and Utah State University are research universities.

¹ Approved on May 30, 2003; amended May 29, 2009. Revisions approved by the Board of Regents on May 29, 2009, May 20, 2011, September 16, 2011; May 17, 2013; January 22, 2016; April 1, 2016; July 15, 2016; and May 18, 2018.

4.1.1. University of Utah Mission Statement (2016): The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

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. Regional Universities: The regional university's role provide career and technical education, undergraduate associate and baccalaureate programs and select master's degree programs to fill regional or state workforce demands. After a new master's degree program's fifth year, the program should be awarding a minimum average of five degrees per year as measured over a previous three-year period to be considered sustainable. Regional universities emphasize teaching, scholarly, and creative achievements that complement teaching-and community service. Transfer programs allow students to seamlessly seek degrees at other institutions within the system. 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. Weber State University, Southern Utah University, Utah Valley University, and Dixie State University are regional universities.

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 (2016): Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence.

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~~ an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship.

4.2.4. Dixie State University Mission Statement (2016): Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

4.3 Comprehensive Community Colleges: The comprehensive community college's role 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 prepare graduates to begin upper-division work. The institution emphasizes teaching, training, scholarly, professional, and creative achievement, community service, and contributes to the quality of life and economic development of the community and the state. The comprehensive community college's role is identifiable in its organizational structure and is supported through programs, services, and specific administrative responsibility. Salt Lake Community College and Snow College are comprehensive community colleges. All institutions except the University of Utah provide varying degrees of community college functions in their respective service areas.

4.3.1. 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.

4.3.2. Salt Lake Community College Mission Statement (2016): Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

R312-5. Accreditation: 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. Faculty

6.1. Criteria for Selection, Retention, and Advancement

6.1.1. Research 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.

6.1.2. Regional 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.

6.1.3. Comprehensive Community: 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.

6.2. Educational Preparation

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

6.2.2. Regional 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.

6.2.3. Comprehensive Community 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.

6.3. Teaching Loads and Research Activities

6.3.1. Research Universities: Average teaching loads are expected to be lower than that of faculty in regional 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.

6.3.2. Regional Universities: Average teaching loads are higher than those of faculty in research universities. These teaching loads reflect regional universities having fewer graduate programs and less emphasis on research and scholarship than research institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

6.3.3. Comprehensive Community Colleges: Average teaching loads are somewhat higher than those of faculty in regional universities, because faculty do not have extensive research responsibilities. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

R312-7. Student Admission

7.1. Research Universities: Research universities are selective in admissions.

7.2. Regional Universities: Regional universities are open-admission institutions unless otherwise excepted by the Board of Regents. Regional universities may test or assess students for directed course placement, the ability to benefit from specific courses for financial aid purposes, and the students' projected ability to succeed.

7.3. Comprehensive Community Colleges: Comprehensive Community Colleges are open-admission institutions. Incoming students may be tested or assessed for course placement and the ability to benefit from specific courses for financial aid purposes.

R312-8. Support Services

8.1. Research Universities: These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

8.2. Regional 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 needs of students and faculty.

8.3. Comprehensive Community Colleges: These institutions provide library services, student support services, equipment, and other resources to support lower-division programs in career and technical education, general education, developmental education, transfer programs, and the needs of students, faculty, and the community.

STATE BOARD OF REGENTS
SNOW COLLEGE, EPHRIAM, UTAH
MAY 17, 2019

Contents of Minutes

Attendance	1
Discussion – Campus Safety	1
President’s Report	1
Consent Calendar	2
USHE – 2019-2020 Commissioner’s Office Work Plan.....	2
USHE – Cybersecurity Funding	2
USHE – Revision of Policy R262, <i>Student Safety</i>	2
Appointment of Interim Commissioner	2
Academic and Student Affairs	2
USHE – Adoption of Policy R620, <i>Utah Access Promise Scholarship</i>	
USHE – Adoption of Policy R261, <i>Terrel H. Bell Education Scholarship Program</i>	
USHE – Adoption of Policy R622, <i>Career and Technical Education Scholarship Program</i>	
USHE – Revision of R165, <i>Concurrent Enrollment</i>	
USHE – Revision of Policy R312, <i>Utah System of Higher Education and Institutional Missions and Roles</i>	
USHE – Revision of Policy R604, <i>New Century Scholarship</i> , Revision to Policy R609B, <i>Regents’ Scholarship</i> and Adoption of Regent Policy R609C, <i>Regents’ Scholarship</i>	
USHE – Revision of Policy R609A, <i>Regents’ Scholarship</i>	
USHE – Revision of Policy R805, <i>Gender, Race, and Ethnicity Representation Within the Utah System of Higher Education Workforce</i>	
USHE – Technology Initiative Advisory Board – Funding Allocations from the 2019 Legislative Session	
USHE – Update on Utah Women’s Leadership Exchange Program	
Finance and Facilities	3
Snow College – Campus Master Plan	
Dixie State University – Campus Master Plan	
Salt Lake Community College – Acquisition of Property	
University of Utah – Series 2019 General Revenue Bonds	
Utah State University – Series 2019 Research Revenue Bonds	
Utah State University – Revision to Legislative Bond Authorization	
Utah State University – Series 2019 Student Fee and Housing Revenue Bonds	
Utah Valley University – Non-traditional Arrangement and Property Purchase	
Utah Valley University – Property Acquisition	
USHE – Enrollment Forecasts	
USHE – 2019-20 performance Funding Model and Allocations	
USHE – Capital Development Prioritization Cycle 2020-21 – Adoption of Priority Guidelines	
USHE – Revision of Policy R701, <i>Capital Facilities</i>	
USHE – Revision of Policy R741, <i>Capital Development Prioritization – CDP</i>	
USHE – Capital Improvement Update for 2019-20	
USHE – Institutions’ Health Plan Changes 2019-20	
Adjournment	5

STATE BOARD OF REGENTS
SNOW COLLEGE, EPHRAIM, UTAH
FRIDAY, MAY 17, 2019

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Harris Simmons, Chair
Nina R. Barnes, Vice Chair
Jessellie B. Anderson
Daniel W. Campbell
Wilford W. Clyde
Sanchiata Datta
Marlin K. Jensen
Patricia Jones
JaKell Larson
Steve Lund
Robert S. Marquardt
Robert W. Prince
Mark Stoddard
Teresa L. Theurer

Regents Absent

Cristina Ortega
Ron Jibson
Thomas E. Wright

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education
Kimberly L. Henrie, Associate Commissioner for Planning, Finance and Facilities
Elizabeth Hitch, Associate Commissioner of Academic Affairs

Institutional Presidents Present

Noelle Cockett, Utah State University
Scott L. Wyatt, Southern Utah University
Astrid S. Tuminez, Utah Valley University
Richard B. Williams, Dixie State University
Denece G. Huftalin, Salt Lake Community College
Brad Mortensen, Weber State University
Gary Carlston, Snow College

Chair Simmons called the meeting to order at 10:06 a.m.

Discussion – Campus Safety

A discussion about student safety and well-being on campus. Campus safety includes physical safety, mental health issues, and sexual misconduct. Geoff Landward provided an overview of sources used to regulate student safety on campuses, which included federal law, the Cleary Act, Title IX, state laws, Board of Regents policies, and institutional policies.

President's Report

President Carlston provided the history of Snow College. Snow's legacy is its service, sacrifice, and endurance; students are always the priority. Snow's strategic themes and goals include Quality, General Education, 2-year/4-year degrees, Economic Development, and Cost and Affordability. He noted 87% of students are taking 30+ credits per year, graduation is at 45%, and transfer is at 39%. Mental health sessions continue to rise and said the two most common reasons students come in is anxiety and depression. They currently have a team of 12 trained student Wellness Advocates. Snow has convened an advisory committee to collaborate on ways to improve access to mental health services. This year Snow established the Snow College Promise Scholarship, which partially funded approximately 100 students.

Consent Calendar (TAB AA)

On a motion by Regent Lund and seconded by Regent Campbell the following items were approved on the Regents' General Consent Calendar

- A. Minutes – Minutes of the Board meeting March 28 and 29, 2019, Salt Lake Community College, Salt Lake City, Utah; Conference Call, April 19, 2019, Salt Lake City, Utah; Conference Call, April 29, 2019, Salt Lake City, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic and Student Affairs Items
- E. Resolutions for Commissioner David L. Buhler, Regent Daniel W. Campbell, Regent Robert S. Marquardt, Regent Teresa Theurer, Regent JaKell Larson, Associate Commissioner Kimberly L. Henrie, President Gary L. Carlston.

USHE – 2019-2020 Commissioner's Office Work Plan (TAB BB)

Associate Commissioner Spencer Jenkins noted this is a draft document for information only. There are five areas, with nineteen projects in the work plan. Each project will have a staff lead and a primary deliverable. Also identified is potential policy changes as well as potential audits. **This is an information item only; no action was taken.**

USHE – Cybersecurity Funding (TAB CC)

Commissioner Buhler noted as outlined in the memo, 7.15 million was requested for cybersecurity in our budget request this year, most of which was not funded. In keeping with legislative intent, approximately 1 million of unallocated performance funding is to go towards cybersecurity needs. Additionally, presidents were asked to review their budgets to identify funds to be used towards cybersecurity needs. This item is to approve the use of unallocated performance funding for cybersecurity needs for the system and to require the institutions to submit a plan to the Commissioner's office by July 1, 2019 describing how they will address unfunded, ongoing cybersecurity needs. **Regent Campbell made a motion to approve as outlined in TAB CC; Regent Prince seconded the motion and the motion carried.**

USHE – Revision of Policy R262, Student Safety (TAB DD)

Regent Marquardt made a motion to approve as outlined in TAB DD; Regent Clyde seconded the motion and the motion carried.

Appointment of Interim Commissioner of Higher Education

Regent Simmons made a motion to appoint David R. Woolstenhulme as Interim Commissioner of Higher Education; Regent Barnes seconded the motion and the motion carried.

Academic and Student Affairs

USHE – Adoption of Policy R620, Utah Access Promise Scholarship (TAB A)

Regent Theurer made a motion to approve as outlined in TAB A; Regent Larson seconded the motion and the motion carried.

USHE – Adoption of Policy R621, Terrel H. Bell Education Scholarship Program (TAB B)

Regent Theurer made a motion to approve as outlined in TAB B; Regent Jensen seconded the motion and the motion carried.

USHE – Adoption of Policy R622, Career and Technical Education Scholarship Program (TAB C)

Regent Theurer made a motion to approve as outlined in TAB C; Regent Datta seconded the motion and the motion carried.

USHE – Revision of R165, *Concurrent Enrollment* (TAB D)

Regent Theurer made a motion to approve as outlined in TAB D; Regent Barnes seconded the motion and the motion carried.

USHE – Revision of Policy R312, *Utah System of Higher Education and Institutional Missions and Roles* (TAB E)

Regent Theurer made a motion to approve as outlined in TAB E; Regent Barnes seconded the motion and the motion carried.

USHE – Revision of Policy R604, *New Century Scholarship*, Revision to Policy R609B, *Regents' Scholarship and Adoption of Regent Policy R609C, Regents' Scholarship* (TAB F)

Regent Theurer made a motion to approve as outlined in TAB F; Regent Marquardt seconded the motion and the motion carried.

USHE – Revision of Policy R609A, *Regents' Scholarship* (TAB G)

Regent Theurer made a motion to approve as outlined in TAB G; Regent Marquardt seconded the motion and the motion carried.

USHE – Revision of Policy R805, *Gender, Race, and Ethnicity Representation Within the Utah System of Higher Education Workforce* (TAB H)

Regent Theurer made a motion to approve as outlined in TAB H; Regent Barnes seconded the motion and the motion carried.

Technology Initiative Advisory Board – Funding Allocations from the 2019 Legislative Session (TAB I)

Regent Theurer made a motion to approve as outlined in TAB I; Regent Jones seconded the motion and the motion carried.

Update on Utah Women's Leadership Exchange Program (TAB J)

This is an information item only; no action was taken.

Finance and Facilities

Snow College – Campus Master Plan (TAB K)

Snow College requests two changes to the Ephraim master plan: the acquisition of property for a future health and wellness building and the new athletic center. **Regent Stoddard made a motion to approve as outlined in TAB K; Regent Prince seconded the motion and the motion carried.**

Dixie State University – Campus Master Plan (TAB L)

Dixie State University has several changes to the plan including adjustments to the placement of the Science building, student housing, and athletic facilities. **Regent Stoddard made a motion to approve as outlined in TAB L; Regent Clyde seconded the motion and the motion carried.**

Salt Lake Community College – Acquisition of Property (TAB M)

SLCC requests approval to purchase a currently leased property on the Westpointe campus in North Salt Lake for 7 million using institutional funds. The property is 2.5 acres with a paved parking lot and a 36,000 square foot office building that currently provides both academic and student services. **Regent Stoddard made a motion to approve as outlined in TAB M; Regent Campbell seconded the motion and the motion carried.**

University of Utah – Series 2019 General Revenue Bonds (TAB N)

The U is requesting approval to issue up to 125 million in revenue bonds for the cancer care center and football stadium upgrade. Parameters for the bond are reasonable and include an option for the U to issue a portion of the bonds as variable rate or commercial paper. **Regent Stoddard made a motion to approve as outlined in TAB N; the motion was seconded and the motion carried.**

Utah State University – Series 2019 Research Revenue Bonds (TAB O)

USU requests approval to issue up to 60 million in revenue bonds for two Space Dynamics Lab projects previously approved. Parameters for the bonds are reasonable and include principal amounts that include possible capitalized interest and a debt service reserve fund. **Regent Stoddard made a motion to approve as outlined in TAB O; Regent Jones seconded the motion and the motion carried.**

Utah State University – Revision to Legislative Bond Authorization (TAB P)

USU requests authorization to seek legislative approval to modify a previous bond authorization for the East Parking Terrace to include the ability to use a portion of the authorization for another smaller parking structure. The East Parking Terrace project would decrease from \$11,700,000 to \$8,500,000 with the balance funding the additional parking structure. **Regent Stoddard made a motion to approve as outlined in TAB P; Regent Anderson seconded the motion and the motion carried.**

Utah State University – Series 2019 Student Fee and Housing Revenue Bonds (TAB Q)

USU requests approval to issue up to \$63,000,000 in revenue bonds for student housing and the East Parking Terrace. The authorizing resolution includes language authorizing use of the funds towards a parking structure if approved by the state legislature. Parameters for the bonds are reasonable and include principal amounts that include possible capitalized interest and a debt service reserve fund. **Regent Stoddard made a motion to approve as outlined in TAB Q; Regent Jones seconded the motion and the motion carried.**

Utah Valley University – Non-traditional Arrangement and Property Purchase (TAB R)

UVU requests approval to purchase a 93,538 square foot office building at Thanksgiving Point in Lehi, Utah for \$22,108,420 using a combination of cash and the assumption of an existing loan. UVU currently leases 13,700 square feet in the building and would receive rental revenue of approximately 1.7 million annually for the other space. **Regent Stoddard made a motion to approve as outlined in TAB R; Regent Campbell seconded the motion and the motion carried.**

Utah Valley University – Property Acquisition (TAB S)

UVU requests approval to purchase a residential property contiguous to the Orem campus with 1.24 acres for the appraised value of \$900,000 using institutional funds. **Regent Stoddard made a motion to approve as outlined in TAB S; Regent Clyde seconded the motion and the motion carried.**

USHE – Enrollment Forecasts (TAB T)

On an annual basis, each of the USHE institutions develops 10-year enrollment projections for the Board's approval. The most recent projections predict system-wide growth in 2019 of 2.8% in Fall Head Count and 2.6% in Fall FTE Count. Over the next 10 years, the USHE is predicted to add 232,000 students. **Regent Stoddard made a motion to approve as outlined in TAB T; Regent Marquardt seconded the motion and the motion carried.**

USHE – 2019-20 Performance Funding Model and Allocations (TAB U)

The 2019 Legislature has appropriated \$31,500,000 in ongoing funds for USHE performance funding initiatives. The funds can be used to support intuitional priorities; 2019-20 allocations are outlined in the cover memo. **Regent Stoddard made a motion to approve as outlined in TAB U; Regent Anderson seconded the motion and the motion carried.**

USHE – Capital Development Prioritization Cycle 2020-21 – Adoption of Priority Guidelines (TAB V)

For the 2020-21 request cycle, the Capital Facilities subcommittee recommends adjusting the criteria for Affordability to align with language from Senate Bill 102 and the possible points for Capacity and Affordability to 3 points each. They also recommend moving consideration of alternative funding sources from a point category in the quantitative portion of the prioritization to a factor for consideration in the Discretionary Points. **Regent Stoddard made a motion to approve as outlined in TAB V; Regent Clyde seconded the motion and the motion carried.**

USHE – Revision of Policy R701, *Capital Facilities* (TAB W)

The proposed revisions are to align the policy with legislative changes made by SB 201. **Regent Stoddard made a motion to approve as outlined in TAB W; Regent Marquardt seconded the motion and the motion carried.**

USHE – Revision of Policy R741, *Capital Development Prioritization - CDP* (TAB X)

The proposed revisions are to align the policy with legislative changes made by SB 102. **Regent Stoddard made a motion to approve TAB X; Regent Theurer seconded the motion and the motion carried.**

USHE – Capital Improvement Update for 2019-20 (TAB Y)

The State Building Board allocated \$71 million to USHE institutions out of the \$138 million appropriated by the State legislature for capital improvement projects in FY 2020 – the largest amount of capital improvement funding to date. **This is an information item only; no action was taken.**

USHE – Institutions' Health Plan Changes 2019-20 (TAB Z)

This is an information item only; no action was taken.

Regent Larson made a motion to move to executive session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals; Regent Theurer seconded the motion and the motion carried.

Regent Larson made a motion to close executive session; Regent Theurer seconded the motion and the motion carried.

The meeting adjourned at 4:54 p.m.

Loreen Olney, Secretary

Date Approved: August 2, 2019