



**UTAH BOARD OF HIGHER EDUCATION
TELECONFERENCE
Friday, October 30, 2020**

AGENDA

8:00 a.m. – 8:45 a.m.

Finance and Facilities Committee

1. USHE – 2021-22 Operating and Capital Budget Request TAB A
2. USHE – Revision to Policy R516, *General Student Fees* TAB B
3. USHE – Tuition and Fee Setting Process for Boards of Trustees TAB C
4. USHE – Non-state Funded Project Approval TAB D
 - a. University of Utah: West Village Student Housing
 - b. University of Utah: Impact-Epicenter Building
 - c. Utah State University: Equine and Human Science Center Arena
 - d. Weber State University: Stadium project
 - e. Weber State University: Noorda bond authorization
5. Utah State University – Nontraditional Arrangement in Moab TAB E
6. Utah State University – Nontraditional Arrangement in Kaysville TAB F
7. Ogden-Weber Technical College – Property Acquisition TAB G
8. Southern Utah University – Long-term Land Lease TAB H

9:00 a.m. – 5:00 p.m.

COMMITTEE OF THE WHOLE

1. Call to Order
2. Institution Updates
 - a. Salt Lake Community College
 - b. Tooele Technical College
 - c. University of Utah
3. Equity Lens Framework Presentation, Adrienne Andrews & Dr. Tasha Toy TAB I
 - a. Equity, Diversity, and Inclusion Workgroup Charter Draft
4. Committee Updates TAB J
5. Bridge Training

10 Min Break

ACTION ITEMS:

1. 2021-22 Operating and Capital Budget Request TAB A
2. Revision to Policy R516, *General Student Fees* TAB B
3. Tuition and Fee Setting Process for Boards of Trustees TAB C
4. Academic Program Approval Process TAB K
5. Out-of-mission program request for the Psy.D. at SUU TAB L

Lunch 12:30 – 1:00 p.m.

6. Statewide Attainment Goal TAB M
7. Strategic Plan Priorities TAB N
8. Innovation Taskforce TAB O
9. College Access Advisors TAB P
10. Statewide Industry Advisory Committee TAB Q
11. General Consent Calendar TAB R

INFORMATION ITEMS:

1. Shared Services
2. Learn & Work Program
3. UHEAA & my529 Update

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.



October 30, 2020

USHE – 2021-22 Operating and Capital Budget Request

The Fiscal Year 2021-22 USHE operating budget request was developed with consultation and discussion with the Council of Presidents, business vice presidents, and budget officers for each institution. The request advances Board strategic objectives and balances adequate state tax funding to maintain affordability with current fiscal realities. The operating budget request complies with the [Budget Development Process Guidelines](#) adopted by the Board at the August 2020 meeting. For FY 2021-22, the Commissioner recommends a System operating budget request as follows:

1. Compensation and mandatory increases funded with 100% state funds
2. Technical education institution priorities
 - a. \$6,055,000 for technical program growth and capacity
 - b. \$2,500,000 for technical education equipment
 - c. \$1,861,000 for Snow College and Salt Lake Community College technical education tuition parity
3. Degree-granting institution priorities
 - a. \$22,000,000 for performance funding institutional priorities
 - b. \$4,400,000 for growth funding
 - c. \$3,300,000 for faculty promotion and tenure
 - d. \$685,600 for operation and maintenance
4. Systemwide priorities
 - a. \$2,500,000 for a shared services consultant
 - b. \$180,000 for an Attorney General for Title IX

The Finance and Facilities Committee reviewed capital facility requests for projects funded in the 2020 General Session and recommends the Board continue to make the following priorities for 2021-22:

Priority	Institution	Capital Project	Amount
1	Bridgerland Technical	Health Science and Technology Building	\$38,059,600
1	Southern Utah Univ.	Academic Classroom Building	\$43,013,700
2	University of Utah	Applied Sciences Building	\$60,000,000
3	Utah State University	Heravi Global Teaching and Learning Center	\$14,500,000
4	Salt Lake Community	Herriman Campus General Education Build.	\$30,800,600
*	Dixie State University	Washington County Land Bank	\$15,075,000

Additional information on the operating budget request is found in the attachment. Supplementary detail for each of the institutional requests is available upon request from the Commissioner’s office.

Commissioner’s Recommendation

The Commissioner recommends the Board approve the FY2021-22 USHE operating and capital budget priorities and authorize the Commissioner to make any subsequent technical adjustments, including rounding, necessary to finalize the budget prior to submitting to the Governor and Legislature.

Attachment:



USHE – FY 2021-22 Institutional and Board Priorities

Section 1: Compensation & Mandatory Increases

Faculty and staff are the backbone of the Utah System of Higher Education, and salary and benefits represent the single largest expenditure for USHE institutions. To reward performance and continue to attract world-class faculty and staff, the Board requests parity for USHE institutions with state employees in salary and benefit adjustments provided by the Utah Legislature. Exact increases will be determined during the 2021 legislative session. Every one percent of salary and salary-related benefits and 5% health insurance increase is approximately \$23,400,000. The Board will also request funding for mandatory cost increases to insurance premiums (\$3,860,000 for 2021-22) and other state-provided internal service funds, as well as employee health insurance premium increases comparable to state employees. Typically, the Legislature funds compensation increases with 75% state funds, leaving 25% to be covered by institutional tuition increases. For the 2021-22 budget year, the Board requests 100% funding for both compensation and mandatory increases.

Section 2: Technical Education Priorities **\$10,416,000**

Technical Education Growth and Capacity **\$6,055,000**

USHE technical education institutions were asked to provide funding requests for regionally critical technical programs experiencing capacity challenges related to student demand. The institutions provided detailed funding requests including performance indicators and explanations for need and demand. Specific institutional requests are listed below with additional detail available upon request.

Bridgerland Technical College	\$475,000
▪ Welding Technology	\$ 95,500
▪ Pharmacy Technician	\$ 73,500
▪ Public Service Program Support	\$ 67,000
▪ Diesel Mechanics	\$ 98,500
▪ Entrepreneurship Center Director	\$140,500
Davis Technical College	\$623,000
▪ Welding Technology	\$191,000
▪ Heating and Air Conditioning	\$120,000
▪ Medical Assistant	\$102,000
▪ Manufacturing Technology	\$ 90,000
▪ Heavy Equipment Operator	\$120,000

Dixie Technical College	\$520,000
▪ Automotive Technician	\$102,800
▪ Medical	\$121,400
▪ Heating, Cooling, Refrigeration	\$109,000
▪ Architectural and Mechanical Drafting	\$102,800
▪ Electrical Adjunct Instructors	\$ 42,000
▪ Plumbing Adjunct Instructors	\$ 42,000
Mountainland Technical College	\$2,005,500
▪ Campus Security Improvements	\$200,000
▪ Automotive Technology Expansion	\$253,000
▪ Diesel Technology	\$285,000
▪ Precision Machining	\$130,000
▪ Automated Manufacturing	\$220,000
▪ Welding Technology	\$250,000
▪ Information Technology	\$122,500
▪ Web Programming and Development	\$180,000
▪ Mobile Development	\$120,000
▪ Digital Marketing Analytics	\$120,000
▪ Medical Assistant	\$125,000
Ogden-Weber Technical College	\$480,000
▪ Apprenticeship Expansion	\$450,000
▪ Health Program Services Expansion	\$ 30,000
Salt Lake Community College – School of Applied Technology	\$400,000
▪ Certified Nursing Assistant	\$100,000
▪ Welding Technology	\$100,000
▪ Student Support	\$200,000
Snow College – Career and Technical Education	\$270,000
▪ Student Support	\$ 75,000
▪ Instructional Designer	\$ 90,000
▪ Faculty Support for 12 months	\$ 90,000
▪ Training	\$ 15,000
Southwest Technical College	\$309,500
▪ Human Resource Specialist	\$ 57,200
▪ Automotive Technician	\$ 95,000
▪ Pharmacy Technician	\$ 97,300
▪ Veterinary Assistant	\$ 60,000
Tooele Technical College	\$403,000
▪ Commercial Driver’s License	\$160,000
▪ Welding Technology	\$125,000
▪ Medical Assistant	\$118,000
Uintah Basin Technical College	\$300,000
▪ Electrical Apprenticeship	\$200,000
▪ Health Occupations	\$100,000

Utah State University – Eastern, Blanding, Moab**\$269,000**

- Welding Technology and Fabrication

\$269,000

Technical Education Equipment**\$2,500,000**

USHE technical education institutions and degree-granting institutions with regional technical education service areas submitted requests for equipment needed for growing programs. The targeted funding amount was allocated based on half the funding equally split and half the funding on enrollment.

▪ Bridgerland Technical College	\$301,500
▪ Davis Technical College	\$361,000
▪ Dixie Technical College	\$172,300
▪ Mountainland Technical College	\$321,600
▪ Ogden-Weber Technical College	\$306,300
▪ Salt Lake Community College - School of Applied Technology	\$138,700
▪ Snow College – Career and Technical Education	\$235,800
▪ Southwest Technical College	\$158,100
▪ Tooele Technical College	\$150,200
▪ Uintah Basin Technical College	\$183,200
▪ Utah State University – Eastern, Blanding, Moab	\$171,300

Technical Education Tuition**\$1,861,000**

The technical education tuition funding request of \$1,861,000 will replace lost revenue from converting certain technical education credit programs to not-for-credit technical education programs for Snow College and Salt Lake Community College. This tuition equalizing will fulfil their mission of providing low-cost technical education instruction in their service area. Snow College was appropriated \$200,000 in FY21 and the additional \$526,000 will complete their total funding request of \$726,000. Salt Lake Community College’s request of \$1,335,000 is the first of three years of a total funding request of \$4,005,000.

▪ Snow College	\$ 526,000
▪ Salt Lake Community College	\$1,335,000

Section 3: Degree-Granting Institution Priorities**\$30,385,600****Performance Funding****\$22,000,000**

The FY 2021-22 budget request for performance funding for degree-granting institutions is \$22 million. USHE institutions were provided a preliminary target funding amount for their institutional needs based on the statutory allocation of performance funding. Institutional plans for how they would use their portion of the performance funds are listed below with additional detail available upon request.

University of Utah	\$6,388,400
▪ Economic Development and Research	\$1,466,700
▪ Campus Safety and Mental Health	\$ 733,300
▪ Informatics, Data Science, Statistics	\$2,273,400
▪ Health Professions	\$ 925,000
▪ Capacity, Access, and Growth	\$ 586,700
▪ Career Ready to Work	\$ 403,300
Utah State University	\$4,330,300
▪ Stabilize Completion Initiatives	\$2,330,300
▪ Student Persistence and Completion	\$ 500,000
▪ Workforce Development	\$1,000,000
▪ Campus Safety	\$ 500,000
Weber State University	\$2,320,100
▪ Salary Catch-up	\$ 950,100
▪ Information Technology Security	\$ 100,000
▪ Retention and Recruitment Software	\$ 200,000
▪ Student and Academic Affairs - Retention and Student Success	\$ 620,000
▪ Student and Academic Affairs - Next Gen Workforce	\$ 450,000
Southern Utah University	\$1,254,600
▪ New Faculty to Support Institutional Growth	\$1,254,600
Dixie State University	\$1,112,900
▪ Full-time Faculty and Staff Positions	\$ 462,900
▪ Continue Transition to Division I Athletics	\$ 650,000
Utah Valley University	\$3,565,800
▪ Student Retention and Completions Analytics and Interventions	\$ 990,600
▪ Flexible Educational Opportunities for Timely Completion	\$ 838,200
▪ Digital Transformation	\$ 672,500
▪ Computer, Engineering, and Technology Program Expansion	\$ 752,000
▪ School Counseling Program	\$ 312,500
Snow College	\$ 623,400
▪ Front Line Staff	\$ 100,000
▪ Bottleneck Courses	\$ 180,000
▪ Student Success Advisor	\$ 73,000
▪ Student Wellness	\$ 79,000
▪ Information Technology	\$ 97,600
▪ Civil Rights Investigator	\$ 93,800
Salt Lake Community College	\$2,404,500
▪ Workforce Demand and Faculty	\$ 920,000
▪ Pathways Advising	\$ 662,000
▪ Institutional Sustainability	\$ 822,500
Growth Funding	\$4,400,000

The growth funding request of \$4.4 million is to expand offerings and other support services for three institutions that have demonstrated significant enrollment growth. This well-established growth

formula is based on actual year-to-year FTE enrollment increases in 100 FTE increments and associated direct instructional costs by course level.

- Southern Utah University \$ 246,000
- Dixie State University \$1,200,000
- Utah Valley University \$2,954,000

Promotion and Tenure \$3,300,000

The faculty promotion and tenure request of \$3.3 million supports those faculty receiving equity adjustments due to receiving tenure or rank promotions. A turnover savings reduction of 10% for retirements has been applied to all institutional requests.

- University of Utah \$ 786,500
- Utah State University \$1,078,600
- Weber State University \$ 444,900
- Southern Utah University \$ 90,400
- Dixie State University \$ 253,900
- Utah Valley University \$ 328,000
- Snow College \$ 130,700
- Salt Lake Community College \$ 187,000

Operation and Maintenance \$685,600

Three non-state funded projects approved by the Board in 2019 received funding for operation and maintenance in the 2020 General Session, but subsequently lost the funding during a special session. Ongoing operation and maintenance funding of \$685,600 is again requested for these facilities.

- University of Utah - Rio Tinto Kennecott Bldg Addition for Engg \$ 162,100
- Utah State University - Blanding Prof. Career and Tech Ed. Lab. \$ 194,600
- Salt Lake Community College – Westpointe Building \$ 328,900

Section 4: Systemwide Priorities \$2,680,000

Two areas have been identified for a systemwide funding request: a shared services consultant and a Title IX attorney. As shared services is a top priority of the Board, USHE requests the same \$2.5 million requested last year that will allow the Board to hire a consultant to create a business case for systemwide shared services. Additionally, a Title IX Attorney General position will provide a specialized attorney to handle the increased case volume, implement recent changes to Title IX requirements, and conduct institutional hearings across the System.

- Shared Services Consultant (one-time) \$2,500,000
- Title IX Attorney General \$ 180,000

Utah System of Higher Education 2021-22 Operating Budget Request Summary

	USHE	Enrollment			FY 2021 Budget		Total 2021-22 State Fund Request	Degree-Granting 2021-22 Requests				Technical Education 2021-22 Requests			System Requests
		Fall 2020 3rd Week FTE	Year-End Headcount June 2020	% Change from Previous Period	Tuition and Fees	State Funds		Performance Funding	Growth Funding	Promotion and Tenure	Operation & Maintenance	Growth Capacity	Tuition Offset	Tech. Equipment	
Research	UU	28,736		1.0%	\$344,944,545	\$354,659,300	\$7,337,000	\$6,388,400		786,500	162,100				
	USU	22,072		0.0%	\$162,963,000	\$233,029,800	\$6,043,800	4,330,300		1,078,600	194,600	269,000		171,300	
Regional	WSU	18,260		1.5%	\$79,341,300	\$97,665,900	\$2,765,000	2,320,100		444,900					Compensation
	SUU	9,360		11.2%	\$51,600,000	\$49,522,300	\$1,591,000	1,254,600	246,000	90,400					Mandatory Costs
	DSU	8,887		9.1%	\$37,899,500	\$45,246,000	\$2,566,800	1,112,900	1,200,000	253,900					
	UVU	27,202		-1.2%	\$145,566,200	\$131,887,900	\$6,847,800	3,565,800	2,954,000	328,000					
Com. College	Snow	4,074		4.5%	\$11,201,332	\$30,006,000	\$1,785,900	623,400		130,700		270,000	526,000	235,800	Commensurate w. State Agencies
	SLCC	14,359		-5.7%	\$59,857,200	\$107,934,200	\$4,794,100	2,404,500		187,000	328,900	400,000	1,335,000	138,700	
Technical College	BTech		5,468	-6.1%	\$1,448,200	\$15,644,500	\$776,500					475,000		301,500	
	DTech		6,442	7.2%	\$1,891,365	\$19,201,800	\$984,000					623,000		361,000	
	DXTech		2,172	-66.3%	\$801,600	\$8,753,000	\$692,300					520,000		172,300	
	MTech		5,134	2.0%	\$1,426,300	\$14,987,300	\$2,327,100					2,005,500		321,600	
	OWTech		5,885	-2.2%	\$1,695,700	\$17,277,400	\$786,300					480,000		306,300	
	SWTech		2,086	-11.2%	\$315,731	\$6,168,300	\$467,600					309,500		158,100	
	TTech		1,077	3.1%	\$248,400	\$4,928,100	\$553,200					403,000		150,200	
	UBTech		3,726	-6.8%	\$410,500	\$9,528,900	\$483,200					300,000		183,200	Shared Services
	OCHE				\$58,274,900	\$2,680,000									Title IX Attorney
					\$901,610,873	\$1,204,715,600	\$43,481,600	\$22,000,000	\$4,400,000	\$3,300,000	\$685,600	\$6,055,000	\$1,861,000	\$2,500,000	\$2,680,000



October 30, 2020

USHE – Revision to Policy R516, *General Student Fees*

The Commissioner’s office convened a workgroup to review general student fees for degree-granting institutions, determine when such fees should be rolled into tuition, and amend [Board Policy R516, General Student Fees](#), to include specific guidelines for degree-granting institutions and boards of trustees. The workgroup included student leaders, Board members, institutional presidents, and institutional administrators in finance and student affairs. The workgroup met several times over the last three months and received input from USHE institutions on revisions to the student fee policy. The revised policy for Board consideration includes the following significant changes:

- A definition of *General Student Fees* as “institution-wide mandatory fees assessed to students upon registration to support student inclusion, enrichment, and success” (R516-3.2)
- A statement from the Board relating to affordability and student fees (R516-4)
- The limitation of general student fees to three distinct purposes and the prohibition from using fees for purposes that could be covered with tuition or state appropriations (R516-5)
- Clarification on the process for creating, revising, and repealing general student fees including the composition and duties of a General Student Fee Advisory Board and oversight by institutional boards of trustees (R516-6)
- Ultimate responsibility for approving general student fees continues to reside with the Board of Higher Education (R516-6.5)
- A five-year comprehensive review of all student fees by the institutional board of trustees to determine if fees should be retained, transitioned to tuition, or repealed (R516-6.2.5)
- The requirement for a general student body vote on new general student fees for major facility construction projects requiring bonding (R516-6.6) and the sunset of those fees after the debt obligations end (R516-2.6)

Commissioner’s Recommendation

The Commissioner recommends the Board adopt the proposed changes to Board Policy R516, *General Student Fees*, effective immediately.

Attachment:



R516, General Student Fees

R516-1 Purpose: To establish the process for establishing, reviewing, revising, and repealing general student fees for degree-granting institutions in the Utah System of Higher Education.

R516-2 References

- 2.1 Utah Code 53b Chapter 1 (Governance, Powers, Rights, and Responsibilities)
- 2.2 Utah Code 53B-7-101 (Combined Requests for Appropriations)
- 2.3 Federal Higher Education Act, [20 USC 1091b](#) (Institutional Refunds)
- 2.4 Board Policy, R510 (Tuition)
- 2.5 Board Policy, R514 (Refunds of Tuition, Fees, and Other Student Charges)
- 2.6 Board Policy, R511 (Tuition Disclosures and Consultation)
- 2.7 Board Policy, R590 (Issuance of Bonds for Colleges and Universities)

R516-3 Definitions

3.1 Degree-granting institutions: An institution of higher education described in 53-B-1-102(1)(a).

3.2 General Student Fees: Institution-wide mandatory fees assessed to students upon registration to benefit students broadly and to support student inclusion, enrichment, and success as a campus community.

3.3 General Student Fee Advisory Board: An institutional committee comprised of students, faculty, and administrators that oversees the establishment, review, revision, or repeal of general student fees.

R516-4 Affordability in the Utah System of Higher Education: The Utah Board of Higher Education has established affordability as a top priority. To support that priority, institutions and boards of trustees should consider all alternatives before recommending new fees or fee increases. Boards of

trustees should rigorously scrutinize requests for student fees and fee increases, ensuring they are justifiable, reasonable, and benefit students broadly, as described herein. Boards of trustees should particularly assess how general student fees support diversity, equity, and inclusion.

R516-5 Authority for Establishing General Student Fees: The Board is statutorily responsible to establish all general student fees. The Board normally establishes general student fees concurrently with tuition rates.

5.1 General Student Fee Purpose: Institutions must identify the specific purpose for which revenue generated from a general student fee will be used. Institutions may not use revenue from general student fees to fund instruction, academic support, general administrative expenses, or other expenses that should reasonably be covered with state appropriations or tuition.

Institutions may request general student fees for the following purposes:

5.1.1 Student-Approved Facility Construction: Revenue from general student fees may be pledged to secure bonds to construct or renovate a specific facility that the student body approved in accordance with subsection 6.6. Such facilities shall be for the enrichment of the student experience and may not be for the construction of instructional space.

5.1.2 Student-Approved Facility Operation: Revenue from general student fees may be used to fund operation and maintenance, capital improvements, and other necessary operating expenses for student-approved facilities in Subsection 5.1.1.

5.1.3 Student Activities, Programs, and Services: Revenue from general student fees may be used to fund activities, programs, and services from which the general student body may benefit.

5.2 Publication of General Student Fees: Institutions shall publish tuition and general student fees on their websites.

5.3 Revenue from General Student Fees: Revenue from general student fees is restricted to the specific program areas, facilities, and services for which they are approved and shall be established to cover budgeted expenses. Institutions may accumulate fund balances for large expenditures or reserves needing multi-year revenues only if planned, budgeted, and pre-approved by the institution's board of trustees. Institutions shall annually budget general student fee revenue and expenses and shall account for the revenue of each general student fee individually and separately from other sources.

5.4 Policy Implementation for Existing General Student Fees: An institution's general student fee advisory board, president, and board of trustees shall review existing general student fees to determine if the fees align with the categories in subsection 5.1. Existing fees that do not align with subsection 5.1 shall be considered for repeal, transition to tuition, or for an exception to this policy as granted by the Utah Board of Higher Education.

R516-6 Process for Creating, Revising, and Repealing General Student Fees

6.1 General Student Fee Advisory Board: Each institution shall establish a general student fee advisory board which shall oversee establishing, revising, maintaining, or repealing general student fees.

6.1.1 Composition of Board: The majority of the General Student Fee Advisory Board shall be comprised of currently enrolled students. Administrators and faculty may also be appointed to the advisory board. The board shall be chaired by a currently enrolled student.

6.1.2 Appointment and Procedures of the Board: Each institution will adopt policies and procedures for appointing members of the general student fee advisory board and for the operation of the board consistent with this policy.

6.2 Institutional Policy: Each institution shall develop a general student fee policy to govern the institution's processes for establishing, reviewing, revising, or repealing general student fees. The institutional policy shall include the following elements:

6.2.1 Establishing Fees: Establishing new student fees shall be supported by a demonstrated need, a clear statement describing the purpose of the fee, and a sound budget plan.

6.2.2 Reviewing Fees: Each institution's general student fee advisory board and board of trustees shall annually review each general student fee to ensure the fee still meets established objectives. The general student fee advisory board shall require an annual report from each student fee program manager, review institutional enrollment projections and enrollment impact on general student fee revenue, examine whether each general student fee may be proportionally adjusted with enrollment change, and assess the adequacy of fund balances as allowed in subsection 5.3. The general student fee advisory board shall provide a report of their annual review of each general student fee, including any recommendations for revision or repeal, to the board of trustees, which shall review the information and may make recommendations for revision or repeal of a general student fee.

6.2.3 Revising Fees: Proposed revisions to general student fees must include a rationale for the proposed change and a revised budget plan.

6.2.4 Repealing Fees: Institutions may recommend the repeal a general student fee when pledged revenue is no longer needed for debt service or when programs, services, or activities are discontinued or an alternative funding source is identified.

6.2.5 Five-Year Comprehensive Review: Beginning in 2020-21 and every five years thereafter, the general student fee advisory board and the board of trustees shall comprehensively review all general student fees and determine whether each fee should be retained, transitioned to tuition or state appropriations, or repealed. The board of trustees shall submit a report of their comprehensive review including the justification for each fee determination to the Utah Board of Higher Education.

6.2.6 Sunset of Student Approved Facility Construction Fees: Each general student fee established for constructing or renovating a student-approved facility under subsection 5.1.1 shall be repealed by the beginning of the academic year after bond obligations end. Fees created or adjusted for student-approved facility operation under 5.1.2 shall continue and be annually reviewed and adjusted according to the procedures set in this policy.

6.3 Student Notice and Student Hearing: Institutions proposing a new general student fee, revising an existing general student fee, or repealing a general student fee shall:

6.3.1 Notify currently enrolled students using a method(s) that the institution determines best reaches the majority of students (e.g. email, text, social media, student newspaper, digital signage, etc.) of the proposed change and the date, time, and location of a student hearing on the proposal.

6.3.2 Hold a student hearing which shall be attended by at least one student representative from the general student fee advisory board. The student representative shall provide a summary of student comments received during the hearing to the institution's board of trustees. The hearing may be held in conjunction with the institution's' truth-in-tuition hearing.

6.4 Board of Trustees Oversight and Review: The institution's board of trustees shall review requests to establish, revise, or repeal a general student fee and make a recommendation. The board of trustees shall consider the general student fee advisory board's recommendations and accompanying documentation of demonstrated need, purpose, and budget plan and shall ensure the recommendations comply with the purposes stated in this policy, including that they are justifiable, reasonable, and benefit students broadly, as described herein. The board of trustees shall provide its recommendations to the Utah Board of Higher Education for approval.

6.5 Board of Higher Education Approval: The Board shall consider a board of trustees' recommendation and, by majority vote in a public Board meeting, approve, modify, or deny the establishment, revision, continuance, or repeal of a general student fee.

6.6 General Student Body Voting for General Student Fee Funded Facility Construction and Operation: Except as provided by Section 6.6.4, institutions proposing new general student fees for student-approved facility construction or renovation projects shall conduct a vote of the student body.

6.6.1 Institutions shall notify currently enrolled students and provide them the following information regarding the purpose and amount of the proposed fees at least 30 days prior to a vote:

6.6.1.1 details of the proposed facility and estimated costs for construction;

6.6.1.2 the projected amount of the general student fee needed to fund the debt service for the cost of facility construction or renovation;

6.6.1.3 the estimated length of debt service;

6.6.1.4 the estimated costs, over the life of the facility, for the operation of the facility including operation and maintenance and capital improvements; and

6.6.1.5 the projected amount of the general student fee to cover the cost of facility operation including operations and maintenance, capital improvements, and other necessary operating expenses.

6.6.2 A majority of voting students must vote in favor of the proposal to move forward to the board of trustees.

6.6.3 In establishing a general student fee for student-approved facility construction, the board of trustees shall consider the results of the student body vote including the percentage of the student body who voted in the election and the percentage of students who voted in favor of the proposal.

6.6.4 General student fees that are proposed to renovate or replace an existing student-approved facility do not require a vote of the student body if the project does not expand the facility's capacity and does not exceed \$10,000,000.

R516-7 Audit: In conjunction with the annual review of USHE institution tuition use required by Policy R510-4, the USHE auditor shall review the selected institutions' general student fees for compliance with this policy.

R516-8 Option to Waive General Student Fees: Institutions may waive general student fees in whole or in part for students without prior Board authorization.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB C

October 30, 2020

USHE – Tuition and Fee Setting Process for Boards of Trustees

During the [August 2020 meeting](#), the Utah Board of Higher Education discussed and adopted duties and responsibilities to delegate to institutional boards of trustees. Among those duties and responsibilities is the review and recommendation of institutional requests to adjust tuition and general student fees. Board Policy [R516, General Student Fees](#), was revised and updated to include greater board of trustee involvement in the review, creation, elimination, and continuation of institutional general student fees. Board Policy [R510, Tuition and Fees](#), will likewise be revised and updated for the tuition-setting process.

Institutional boards of trustees are asked to review all general student fees and institutional requests to adjust tuition for affordability, equity, and need and make recommendations to the Board of Higher Education. To aid institutional boards of trustees in their role and responsibility, the attached documents outline specific areas for review of tuition requests and general student fee recommendations. For upcoming tuition and fee setting in the spring of 2021, the Board of Higher Education additionally asks institutional boards of trustees to review each general student fee and recommend the continuation, elimination, adjustment, or transfer to tuition.

Commissioner's Recommendation

The Commissioner recommends the Board approve the processes described in this document for setting tuition and general student fees as will be adopted into policy.

Attachments:

Board of Trustees Review of Tuition Requests and Adjustments

Each year, USHE institutions develop proposals to adjust tuition based on budgetary needs and legislative funding. The Utah Board of Higher Education sets tuition schedules for USHE institutions in the spring of each year. Prior to Board review, institutional boards of trustees are asked to review the institutional requests and recommend tuition adjustments that are reasonable, justifiable, and ensure affordability for all Utah students. Specific areas for board of trustee review include:

General Principles

- Tuition increases may occur for three reasons: 1. to match legislative funding for compensation and other mandatory costs; 2. as an offset for a reduction in student fees; and 3. to increase revenue for specific institutional needs.
- Tuition increases for institutional needs should be rigorously scrutinized to ensure they meet specific institutional needs, are justifiable, and affordable.
- All alternative funding sources should be considered before increases to tuition are proposed.

Review of Institutional Tuition Requests: Annually, the Commissioner's office will provide institutions a template to complete for tuition increases related to institutional needs. Institutions shall provide detail on needs for increased tuition beyond the amounts necessary to cover legislative funding matches or the movement of student fees to tuition. Boards of trustees are asked to review each institutional request for the following:

- **Justification:** does the institution provide adequate detail and description of the need and uses of the new revenue, and does the institution adequately justify the need to increase tuition?
- **Alternative Funding:** has the institution explored other funding sources for the need before proposing a tuition increase?
- **Affordability:** how will a tuition increase affect the affordability for Utah students in the institution's service region?
- **Underserved:** how will a tuition increase affect the ability of underserved Utah students in the institution's service region to attend the institution?

Comparison of Institutional Tuition with Peers: Annually, the Commissioner’s office will work with institutions to provide boards of trustees with information to aid in the tuition-setting process including:

- Current and proposed tuition and fees
- Tuition and fee comparisons with peers
- Appropriated instructional expenses
- Enrollment and completion metrics
- Affordability measures

Boards of trustees are asked to review this information and discuss the overall impact of tuition increases on the institution’s affordability to Utah students.

Recommendation to the Board of Higher Education: After a thorough review of institutional tuition adjustments, boards of trustees are asked to make recommendations to the Board of Higher Education.

Board of Trustees Review of General Student Fees

Board Policy [R516, General Student Fees](#) governs the use of general student fees in USHE institutions. Institutional boards of trustees are asked to review all general student fees annually and every five years (including 2020) to make a comprehensive review of all student fees. Specific areas for board of trustee review include:

General Principles

- All alternative funding sources should be considered before new fees or fee increases are proposed.
- Student fee requests should be rigorously scrutinized to ensure they are justifiable, reasonable, and benefit students.
- Boards should particularly assess how general student fees support diversity, equity, and inclusion.

Annual Review: boards of trustees are asked to annually review each general student fee to ensure the fee still meets established objectives and in particular:

- review the annual report from each student fee program manager;
- review institutional enrollment projections and enrollment impact on general student fee revenue;

- examine whether each general student fee may be proportionally adjusted with enrollment changes;
- assess the adequacy of individual general student fee fund balances and approve multi-year budgets for large expenditures or reserves needing multi-year revenues; and
- review information presented and recommended by the General Student Fee Advisory Board.

5-Year Review: Beginning in 2020 and every five years thereafter, boards of trustees are asked to comprehensively review all general student fees to:

- ensure the fees align with the categories limited by Board Policy [R516, General Student Fees](#):
 - student-approved facility construction;
 - student-approved facility operations; and
 - student activities, programs, and services;
- determine whether each fee should be retained, transitioned to tuition or state appropriations, or be repealed; and
- submit a report of the comprehensive review including the justification for each fee determination to the Utah Board of Higher Education.

Approval of General Student Fees for Facility Construction: Institutions proposing new general student fees for student-approved facility construction or renovation projects are required by Board Policy [R516, General Student Fees](#), to conduct a vote of the student body. Boards of trustees are asked to consider the results of the student body vote including the percentage of the student body who voted in the election and the percentage of students who voted in favor of the proposal. Regardless of the outcome of the student vote, institutional boards of trustees are asked to evaluate the need for the fee in their annual recommendation to the Board of Higher Education.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB D

October 30, 2020

USHE – 2021-22 Non-State Funded Legislative Requests

In accordance with Board Policy [R702, Non-State Funded Project](#), the Board reviews and authorizes institutional requests for non-state funded capital development projects that require legislative or Building Board approval. The following non-state funded projects are submitted for consideration because they require legislative authorization for bonding, but are not requesting state-appropriations for design, construction, or operation and maintenance (O&M):

- University of Utah: West Village Student Housing (\$125,766,783)
- University of Utah: Impact – Epicenter Building (\$85,688,304)
- Weber State University: Noorda bond authorization (\$8,500,000)

In addition, two non-state funded requests do not require legislative authorization because they will cover all costs for design, construction, and O&M without state appropriations. These projects require Board approval and may be subsequently approved by the Utah State Building Board:

- Utah State University: Equine and Human Science Center Arena (\$2,000,000)
- Weber State University: Stadium project (\$6,000,000)

Additional information about the non-state funded projects may be found in the following attachment. Institutions will present additional information about these projects to the Finance & Facilities Committee in the October meeting. Projects requiring bond authorization that are approved by the Board will be included in the System request to the legislature for authorization in the 2021 General Session.

Commissioner's Recommendation

The Commissioner recommends the Board review these projects carefully and approve them for legislative action.

Attachment:

USHE 2021-22 Non-State Funded Projects

University of Utah: West Village Student Housing – Phase 1

Revenue Bond	Other Funding	Total Cost Estimate	Gross Sq. Feet	State Funded O&M	Sources Bond Repayment
\$0	\$125,766,783	\$125,766,783	441,770	\$0	Auxiliary System Revenue

The University of Utah Student Apartments (USA) provides housing for families and graduate students at the university. The USA consists of buildings that are fifty to sixty years old with infrastructure and conditions that are beyond the end of their useful life and do not meet modern building codes. The university plans to replace USA housing in phases over the next decade, with the first phase to demolish buildings in the West Village section and replace them with Graduate Housing and Family Housing buildings. The Graduate Housing building will serve approximately 245 student residents with a projected occupancy of 96% in 146,590 square feet. The Family Housing buildings will serve approximately 400 students, 172 spouses and partners, and approximately 150 children in 295,180 square feet. The cost to construct these facilities is approximately \$125.8 million.

The demand for family and graduate housing at the University of Utah is significant, with residents ranking the proximity to campus, community living, and affordable price as the primary factors for choosing to live there. Increasing housing prices in the Salt Lake market makes affordable housing for University students even more critical. The average occupancy for all properties over the last five years is 96.3%, and there is a consistent waiting list for each unit type each fall. USA houses nearly 3,000 individuals (including 1,200 students) each year, providing a safe and affordable community experience.

University of Utah: Impact – Epicenter Building

Revenue Bond	Other Funding	Total Cost Estimate	Gross Sq. Feet	State Funded O&M	Sources Bond Repayment
\$0	\$85,688,304	\$85,688,304	254,882	\$0	Housing Revenue, Donation

The University of Utah’s Impact – Epicenter Building is a multi-use facility that will include housing and two university centers — the existing Sorenson Impact Center and a new Business Health and Prosperity Center. The proposed facility will include 575 on-campus beds, primarily single occupancy, in a living learning model that the Lassonde Studios pioneered that has been an overwhelming success (currently there are 1,500 applications for 400 vacancies). The facility presents a unique opportunity to create

conditions for collaboration between student living and the two centers, which are further able to leverage each other’s capabilities, resources, and partnerships. By locating the Sorenson Impact Center in the new facility, the Center will consolidate into one location and increase visibility on campus to generate awareness and interest in the student-led venture fund for social impact investing.

The new Center for Business, Health, and Prosperity proposes to support student coursework in partnership with academic programs and serve as a primary institutional link to the university’s West Africa extension. The Center will support coursework offered through Eccles Global and projects that engage students contributing and advancing prosperity domestically and globally. The Center will also sponsor workshops, conferences, and meetings, providing opportunities for students to present and engage with global experts.

Utah State University: Equine and Human Science Center Arena

Revenue Bond	Other Funding	Total Cost Estimate	Gross Sq. Feet	State Funded O&M	Sources Bond Repayment
\$0	\$2,000,000	\$2,000,000	21,000	\$0	Private Donations and Institutional Funds

Utah State University requests a new facility on the USU South Farm Campus for the Equine Assisted Activities and Therapies (EAAT) academic program. The 21,000 square foot facility will educate students, facilitate research, and impact the community through clinical services, extension outreach, and equine-assisted activities. The building will include a horse arena, lobby, viewing area, and a mounting lift.

Horses have innate qualities that make them unique therapeutic partners and EAAT utilizes these characteristics to benefit individuals who face special challenges in life. The new indoor arena will provide dedicated space to facilitate hands-on learning for coursework in equine-assisted activities and therapies. USU students work directly with horses and a wide variety of individuals with differing abilities. The new facility will also accommodate continuing education courses for professionals and the community through cooperative extension and clinical services.

Weber State University: Stewart Stadium East-side Bleachers

Revenue Bond	Other Funding	Total Cost Estimate	Gross Sq. Feet	State Funded O&M	Source of Funds
\$4,000,000	\$2,000,000	\$6,000,000		\$0	Student-fee Bond and Institutional Funds

Weber State University requests authorization to issue \$4 million of student fee revenue bonds and use \$2 million of institutional funds to replace the east-side bleachers at Stewart Stadium, which are the oldest structure remaining on the Ogden Campus (built in 1955). Over the decades, much of the fill under the bleachers has washed out from under the structure and onto the track and field portion of Stewart Stadium. The project will replace existing seating capacity and add necessary restroom capacity. General student fees will not be increased to support the revenue bond. There is no debt on Stewart Stadium and current student-fee bonding capacity is sufficient to service the revenue bond.

Weber State University: Noorda Engineering and Applied Science Building Bond

Revenue Bond	Other Funding	Total Cost Estimate	Gross Sq. Feet	State Funded O&M	Source of Funds
\$8,500,000	\$0	\$8,500,000		\$0	Revenue Bond

Weber State University requests authorization to issue \$8.5 million in revenue bonds to complete the Noorda Engineering and Applied Science Building that was funded by the legislature in FY 2018. In addition to supporting engineering and computer science programs at WSU, the new facility will also house the NUAMES charter school that is expanding operations at the Ogden Campus to target under-represented populations and provide a pathway from high school to college. NUAMES has committed to contribute \$8.5 million to the building financed through a revenue bond supported by NUAMES lease payments.



UTAH SYSTEM OF
HIGHER EDUCATION

October 30, 2020

MEMORANDUM

TAB E

Utah State University – Nontraditional Arrangement Moab

Board Policy [R712, *Nontraditional Arrangements for Development of Facilities on Campuses*](#), requires the Board to approve institutional requests to use nontraditional financing arrangements. Similar to a financing arrangement approved by the former Utah State Board of Regents in 2014 for Southern Utah University, Utah State University requests approval to use New Market Tax Credit financing to cover \$2.9 million of construction inflation for the Moab Academic Building. The Moab Academic Building was approved by the former Utah State Board of Regents in November 2018 for \$11,000,000 of construction using donations and other non-state institutional funds. The cost of the project has since risen despite efforts to cost-engineer the project. New Market Tax Credits allow corporate investors to receive a tax credit against their federal income tax in exchange for making an equity investment in a development project in a historically low-income community. By partnering with U.S. Bank (which will receive the tax credits) and creating a private foundation (as required by IRS regulations), the university will receive \$2,900,000 of funding for the Moab Academic Building.

All contracts and agreements will be reviewed by the Office of the Attorney General to ensure compliance with state law and Board policy. The USU Board of Trustees reviewed and approved this request in their October 16 board meeting. Additional information on this financing arrangement is included in the attached letter from the institution and the additional document with questions and answers.

Commissioner's Recommendation

The Commissioner recommends the Board authorize Utah State University to enter into the nontraditional arrangement to use New Market Tax Credits for the Moab Academic Building as reviewed by the Office of the Attorney General.

Attachment:

October 12, 2020

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

Subject: Request for Nontraditional Arrangement for Development of Facilities on Moab Campus

Dear Commissioner Woolstenhulme:

Utah State University desires approval to enter into an arrangement with Aggie Redrock Foundation as permitted by Utah Board of Higher Education Policy R712, Nontraditional Arrangements for Development of Facilities on Campuses which will allow for the development of the Moab Academic Building under terms consistent with the New Markets Tax Credits program of the United States Treasury Department. The net amount of funding available through the New Markets Tax Credit program to support construction of the Moab Academic Building is approximately \$2.9 million.

Prior to entering into the arrangement, the Attorney General's Office will have approved the contract documents as to form and legal authority, per section 5.6 of Policy R712. Below is a brief outline of the terms related to the ground and building leases.

Ground Lease Summary

Landlord: Utah State University

Tenant: Aggie Redrock Foundation

Rent Amount: \$1.00 per Year

Term: 40 Years

Summary: The University, as owner of the land where the Moab Academic Building will be constructed, agrees to lease the real property upon which the facilities will be constructed to the Aggie Redrock Foundation for a period of 40 years. Upon any termination date of the lease, unencumbered title to all improvements, furnishings, fixtures, and equipment shall transfer to Utah State University.

Note: Aggie Redrock Foundation will be formed with a five member board. Two permanent board members will be USU employees: USU Vice President for Statewide Campuses and Vice President for Business and Finance. Three board members will be independent with close ties to USU

Building Lease Summary

Lessor: Aggie Redrock Foundation

Lessee: Utah State University

Rent Amount: TBD

Term: 40 Years

Summary: Aggie Redrock Foundation, as owner of the building, agrees to lease the land and building to Utah State University for a term of 40 years.

The expectation and plan is that, at the end of seven years, the investor will have received the NMTC's in full and will exercise the provision that all documents, leases, titles, etc. transfer back to Utah State University and the structure will be closed.

Utah State University Board of Trustees approved the nontraditional arrangement for development of facilities on campus on October 16, 2020.

We appreciate your support and request that this item be submitted to the Utah Board of Higher Education during the October 30, 2020 Board meeting.

Sincerely,



David T. Cowley
Vice President for Business and Finance

cc: Rich Amon, Associate Commissioner for Finance & Facilities
Noelle Cockett, President

Questions and Responses Regarding USU NMTC Financing Proposal

1. What is the New Market Tax Credit (NMTC) Program?

The New Markets Tax Credit (NMTC) Program is a federal financial program in the United States. It aims to stimulate business and real estate investment in low-income communities in the United States via a federal tax credit. The program is administered by the US Treasury Department's Community Development Financial Institutions Fund (CDFI Fund) and allocated by local Community Development Entities (CDEs) across the United States. Tax credits are issued over a seven-year period through the CDE to business and real estate investors willing to invest in low-income communities in the United States.

2. Why do you need to use Aggie Redrock Foundation?

Aggie Redrock Foundation is a 501(c)(3) and a Qualified Active Low Income Community Business (QUALICB) established with the purpose of "operated exclusively for the benefit of, to perform the functions of, and/or to carry out the purposes of Utah State University." Expert legal counsel with years of NMTC experience recommended the organizational structure and processes to ensure investors, the Community Development Entity's, and Aggie Redrock Foundation remain independent and qualify for the New Markets Tax Credit (NMTC) Program as outlined by the US Treasury.

3. Why are the ground and building leases longer than the seven-year tax credit period?

The leases have to be for a term that approximates the useful life of the project, so that it represents a true business transaction. The term of the land lease must be at least 40 years to establish "ownership" of the project. Although financial forecasts show a longer project term, the project will end after seven years. The building lease was designed to match the term of the ground lease.

4. What potential liabilities, financial or otherwise, does USU incur in this deal?

The risks associated with this transaction are that we default on our obligations to build the project, or we change the use of the facility to a "prohibited" business (e.g. massage or tattoo parlor). These risks are remote and controlled to a great extent by us. We have the funds to build the project and all the necessary approvals. We will not convert the property to a prohibited use. Our potential liability for either of these risks would be the return of the investor's investment.

5. What is the overriding value of this project?

This project has been in the planning phase for over ten years. The NMTCs are designed to leverage private funds for investment in economic development. This project will expand capacity for degree-seeking students as well as students seeking technical education certificates. In addition, the USU Extension offices for Grand County will be housed in the facility. The project is recognized by Grand County and Moab City as a significant economic development project, as each entity has provided infrastructure funding support to bring this project to fruition.

RESOLUTION

A RESOLUTION OF THE BOARD OF HIGHER EDUCATION OF THE STATE OF UTAH (THE "BOARD") AUTHORIZING UTAH STATE UNIVERSITY ("USU") TO ENTER INTO A GROUND LEASE WITH IT AS LANDLORD AND AGGIE REDROCK FOUNDATION ("ARF") AS TENANT; AUTHORIZING USU TO ENTER INTO A BUILDING LEASE WITH IT AS LESSEE AND ARF AS LESSOR; AUTHORIZING USU TO EXECUTE A DEVELOPMENT SERVICES AGREEMENT WITH IT AS DEVELOPER AND ARF AS BUILDING OWNER; AUTHORIZING USU TO EXECUTE A CAPITAL PROJECT ADMINISTRATION MEMORANDUM OF UNDERSTANDING BETWEEN USU AND THE UTAH DIVISION OF FACILITIES CONSTRUCTION AND MANAGEMENT ("DFCM"); AUTHORIZING USU TO EXECUTE A FUND LOAN AGREEMENT WITH IT AS FUND LENDER AND USBCDC INVESTMENT FUND 348, LLC AS FUND BORROWER; AUTHORIZING USU TO EXECUTE A PLEDGE AGREEMENT WITH IT AS FUND LENDER AND USBCDC INVESTMENT FUND 348, LLC AS FUND BORROWER; AUTHORIZING USU TO EXECUTE AN INVESTMENT FUND PUT AND CALL AGREEMENT WITH IT AS PURCHASER AND U.S. BANCORP COMMUNITY DEVELOPMENT CORPORATION AS THE SOLE MEMBER OF USBCDC INVESTMENT FUND 348, LLC; AUTHORIZING USU TO EXECUTE A SUBORDINATION, NON-DISTURBANCE, AND ATTORNMENT AGREEMENT WITH ALLIANCE FINANCE FUND 9, LLC AS LENDER, USU AS UNIVERSITY, AND ARF AS QALICB; AUTHORIZING USU TO EXECUTE OTHER DOCUMENTS REQUIRED IN CONNECTION WITH A NEW MARKETS TAX CREDITS TRANSACTION; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AUTHORIZING USU TO EXERCISE ITS CALL OPTION IN THE INVESTMENT FUND PUT AND CALL AGREEMENT IF AND WHEN IT DECIDES; AND RELATED MATTERS, ALL IN FURTHERANCE OF THE CONSTRUCTION OF A NEW USU CAMPUS IN MOAB, UTAH ("PROJECT").

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

WHEREAS, pursuant Section 53B-20-101, Utah Code Annotated 1953, as amended, the Board is the successor to, and vested with, all powers and authority relating to all properties, real and personal, tangible and intangible, and to the control and management of the property which was held by the governing board of each institution of higher education prior to the creation of the board; and

WHEREAS, pursuant to Section 53B-20-103, the Board, on behalf of the institutions of higher education, may, among other things, acquire, purchase, construct, improve, remodel, add to, and extend capital facilities projects and buildings including necessary and related utilities; and

WHEREAS, pursuant to Section 53B-20-104(1), the Board shall approve all new construction, repair, or purchase of educational and general buildings and facilities financed from any source at all institutions subject to the jurisdiction of the Board; and

WHEREAS, pursuant to Chapter 21, Title 53B, Utah Code Annotated 1953, as amended, the Board may do the following in order to pay all or part of the cost of acquisition, purchase, construction, improvement, remodeling, addition to, extension, equipment, and furnishing of any project or building: (1) pursuant to Section 53B-21-101(1), borrow money on the credit of the income and revenues to be derived from the operation of the building, the imposition of student building fees, land grant interest, and net profits from proprietary activities, or from sources other than by appropriations by the Legislature to issuing institutions and, in anticipation of the collection of this income and revenues, issue negotiable bonds of the institution in an amount as the Board determines is necessary for these purposes; and provide for the payment of these bonds and the rights of their holders as provided in this chapter; and (2) pursuant to Section 53B-21-108(1), acquire a project under this chapter by purchase or lease of the facilities constituting the project under an agreement which provides the consideration for the purchase or lease to be paid in installments during a period not exceeding 40 years, whenever the Board, by resolution, finds and declares it preferable to the issuance of revenue bonds by the Board in the manner provided in this chapter; and

WHEREAS, the Board has found that there are adequate provisions for quality control in the design and construction of the Project; that there is provision to ensure compliance with appropriate state or local construction codes; that there is design provision for life-cycle costing criteria; that verification has been made by analysis of revenues and expenses, taking all costs of both methods into consideration, that the proposed arrangement can be expected to provide an equivalent facility at less total cost to USU than by use of a revenue bond issue with project construction managed by DFCM; and that verification has been made that the proposed arrangements set forth in the necessary contractual documents (1) are financially feasible for USU, and (2) adequately protect the interests of USU regarding termination, extension, or renewal of the lease, resolution of other eventualities that reasonably can be foreseen, and ultimate ownership of the Project; and

WHEREAS, the Board has found that the proposed arrangement provides significant benefits to the program, students, faculty, or staff of USU or serves a broad public interest that could not be served as well any other way; that the proposed outside developer, ARF, and the proposed use of the Project are proper and appropriate for the image and environment of USU; that compensation to USU, either in cash or in kind (or a combination), is adequate to justify any financial considerations provided by USU to ARF; and that the proposed arrangements set forth in contract documents are financially feasible for USU and adequately protect the interests of USU regarding its initial relationship with ARF, the resolution of eventualities that can reasonably be foreseen, USU's right to control appearance of the Project, external remodeling/additions, level of building and landscape maintenance, parking rights, exterior graphics, access to institutional utility systems and access roads, and termination, extension, or renewal of the lease, and ultimate ownership of the Project; and

WHEREAS, the Board has further found and hereby declares that is preferable to construct the Project through the proposed arrangement rather than through the issuance of revenue bonds by the Board in the manner provided under Chapter 21, Title 53B, Utah Code Annotated 1953, as amended; and

WHEREAS, the Board desires USU to enter into agreements with ARF, a Utah nonprofit corporation, pursuant to which ARF will obtain financing through a New Markets Tax Credits transaction, which will enable ARF to (i) fund a portion of the construction of the Project, and (ii) pay costs in connection therewith; and

WHEREAS, USU's obligations under the Building Lease and related agreements shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board or constitute a charge against its general credit or that of USU; and

WHEREAS, the property that shall be subject to a trust deed that will be granted by ARF to Alliance Finance 9, LLC to secure its obligations under the Loan Agreement and the Secured Promissory Notes referred to therein executed in connection with the New Markets Tax Credits transaction shall be its leasehold interest and, as a result, the rights granted by the trust deed shall be junior and inferior to USU's rights as Lessor of the Ground Lease and no deficiency judgment as a result of such trust deed shall lie and no liability for breach of the agreements secured thereby shall be imposed against USU, the Board, the State of Utah, the proceeds of ad valorem taxes, or appropriations of the Legislature; and

WHEREAS, the Board desires to grant to USU the authority to execute the final documents involved in the New Markets Tax Credits transaction provided that the final documents are first approved as to form and legal authority by either the Attorney General's Office or the General Counsel of USU;

NOW, THEREFORE, BE IT RESOLVED BY THE UTAH BOARD OF HIGHER EDUCATION, AS FOLLOWS:

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by USU and its officers that are directed toward the entering into the financing documents for the New Markets Tax Credits transaction are hereby ratified, approved and confirmed.

Section 3. For the purpose of providing funds to (i) construct the Project and (ii) pay costs in connection therewith, the Board hereby authorizes USU to lend \$10,220,585 to USBCDC INVESTMENT FUND 348, LLC as part of the \$14,450,000 loan that Alliance Finance 9, LLC will make to ARF to construct the Project.

Section 4. The appropriate officers of USU are hereby authorized to take all actions necessary or reasonably required by the documents associated with the New Markets Tax Credits transaction to carry out, give effect to and consummate the transaction as contemplated thereby and are authorized to take all action necessary in conformity with the above referenced statutes.

Section 5. The Board hereby authorizes and approves USU to exercise its call option in the Investment Fund Put and Call Agreement if and when it desires without the need of obtaining further approval from the Board.

Section 6. The appropriate officials of USU are authorized to make any alterations, changes or additions in the Ground Lease, Building Lease, Development Services Agreement, Capital Project Administration Memorandum of Understanding, Fund Loan Agreement Indenture, Pledge Agreement, Investment Fund Put and Call Agreement, and Subordination, Non-Disturbance, and Attornment Agreement, or any other document herein authorized and approved which may be necessary to correct any errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of such instruments, to the provisions of this Resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States and the final agreement with the bank and other participants, all within the parameters established herein.

Section 7. The appropriate officials of USU are hereby authorized and directed to execute and deliver for and on behalf of USU and the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 8. Upon execution of the Ground Lease, the Building Lease, the Development Services Agreement, the Capital Project Administration Memorandum of Understanding, the Fund Loan Agreement, the Pledge Agreement, the Investment Fund Put and Call Agreement, the Subordination, Non-Disturbance, and Attornment Agreement, the Loan Agreement, the Unconditional Guaranty of New Markets Tax Credits, the Trust Deed, the university's obligations that are created thereby will constitute special limited obligations of USU payable solely from and to the extent of the sources set forth in the Building Lease. No provision of this Resolution or any other instrument authorized hereby, shall be construed as creating a general obligation of USU or the Board, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of USU or the Board.

Section 9. After the transaction described in this Resolution has closed, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the loans involved are deemed to have been fully discharged in accordance with their terms.

Section 10. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 11. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 12. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE UTAH BOARD OF HIGHER EDUCATION THIS 30th
DAY OF OCTOBER, 2020.

UTAH BOARD OF HIGHER EDUCATION

[SEAL]

ATTEST:

Secretary

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

[SEAL]

ATTEST:

Secretary

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

I, _____, do hereby certify that I am the duly qualified and acting Secretary of the Utah Board of Higher Education.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on October 30, 2020 and of a resolution adopted at such meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed.

Secretary

[SEAL]



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB F

October 30, 2020

Utah State University – Nontraditional Arrangement Kaysville

Board Policy [R712, *Nontraditional Arrangements for Development of Facilities on Campuses*](#), requires the Board to approve institutional requests to use nontraditional financing arrangements. Utah State University requests authorization to enter into a ground lease with Davis County to construct an Agricultural Heritage Center consisting of a 42,000 square foot indoor arena, an outdoor arena, corrals, and a parking lot on USU Botanical Center land in Kaysville. The estimated cost for the project is \$3,000,000, and the county will cover all costs associated with construction, development, and operation and maintenance. The university will receive a de minimis lease amount for the term of 15 years but will manage and have access to the facilities, which become university property at the end of the lease term. The use and development of the property is consistent with the master plan for the Kaysville Botanical Center and will provide venues for both Davis County community events and university agricultural programs.

All contracts and agreements associated with this arrangement will be reviewed by the Office of the Attorney General to ensure compliance with state law and Board policy. The USU Board of Trustees reviewed and approved this request in their October 16 board meeting. Additional information on this financing arrangement is included in the attached letter and maps from the institution.

Commissioner's Recommendation

The Commissioner recommends the Board authorize Utah State University to enter into a nontraditional arrangement with Davis County for a ground lease to construct an Agricultural Heritage Center as reviewed by the Office of the Attorney General.

Attachment:

October 12, 2020

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

Subject: Request for Nontraditional Arrangement for Development of Facilities

Dear Commissioner Woolstenhulme:

Utah State University desires approval to enter into a ground lease with Davis County as permitted by Utah Board of Higher Education Policy R712, Nontraditional Arrangements for Development of Facilities on Campuses which will allow for the development of the Agricultural Heritage Center (AHC) on the USU Botanical Center in Kaysville, Utah. The AHC will consist of an indoor arena, outdoor arena, corrals, and parking lot as shown in the attached Exhibits A and B.

The term of the ground lease will be for fifteen (15) years. All construction, development, and O&M costs associated with the Agricultural Heritage Center will be paid by Davis County. Ownership of the AHC facilities and improvements will revert to USU at the end of the ground lease.

The AHC will be managed by USUBC and will be used for community events such as horse and livestock shows, public horse riding and training, 4-H and youth activities, and the Davis County Heritage Fair as well as other USUBC events including Baby Animal Days, Reindeer Express, and farm field days. In addition, the facilities will be available to rent to individuals and groups for other private and public events.

The proposed uses of these facilities are consistent with the original USUBC Master Plan and are proper and appropriate for the image and environment of the USUBC. In addition, the ground lease agreement will be written to protect the interests of the University including institutional right to control facility appearance, parking rights, review and approval of external graphics and signage, and access to utility systems and roads.

Utah State University Board of Trustees approved the nontraditional arrangement for development of facilities on campus on October 16, 2020.

We appreciate your support and request that this item be submitted to the Utah Board of Higher Education during the October 30, 2020 Board meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "David T. Cowley". The signature is fluid and cursive, with the first name being the most prominent.

David T. Cowley
Vice President for
Business and Finance

C: Rich Amon, Associate Commissioner for Finance & Facilities
Noelle Cockett, President

EXHIBIT A

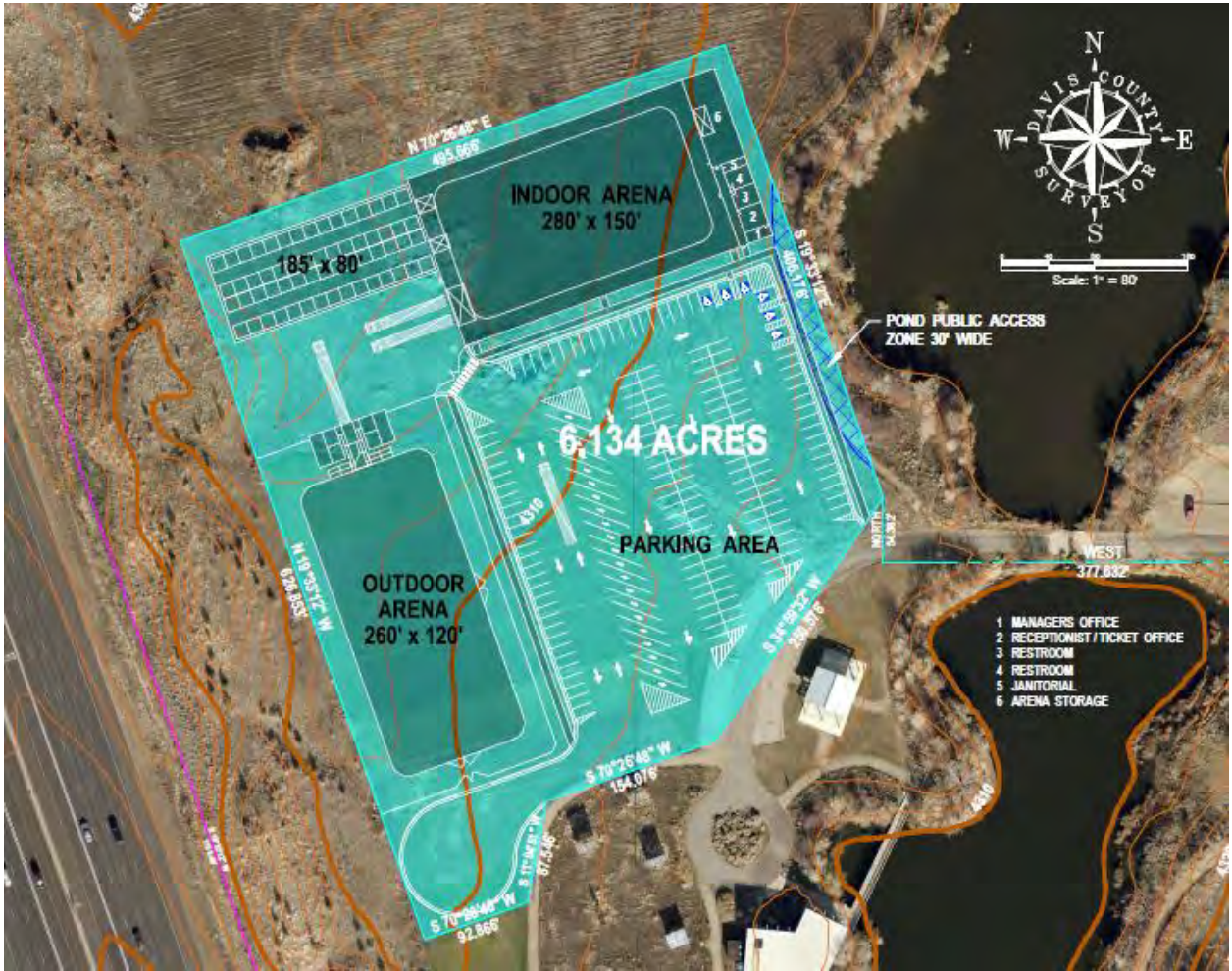


EXHIBIT B



Legend

-  Lease Area to Davis County
-  Utah Botanical Center
-  USU Kaysville Research Farm



SCALE: NONE



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB G

October 30, 2020

Ogden-Weber Technical College – Property Acquisition

As required by state law, Ogden-Weber Technical College submitted a qualified proposal to the director of the Utah Division of Facilities Construction and Management for the transfer of a 16,828 square foot building and 5.00 acre lot contiguous to the college's main campus in Ogden.

In partnership with Ogden School District, the space will increase access for high school students to college programs offered at the college. Students will be able to complete required high school graduation requirements while attending the technical college. This joint use is consistent with the college's mission, the statutory requirement to provide access to secondary students, and the college's master plan.

Support for the transfer of the property was previously approved by Ogden-Weber Technical College's Board of Directors and the former Utah System of Technical Colleges Board of Trustees. The college is requesting support for the transfer of the property from the Utah Board of Higher Education. There is no money transaction for this property transfer, and Ogden School District will be investing in the costs of the building improvements.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the transfer of property located at 145 North Monroe Blvd., Ogden, Utah from the Department of Facilities Construction and Management to Ogden-Weber Technical College.

Attachments:



PRESIDENT

James R. Taggart

jim.taggart@otech.edu | 801-627-8304

October 13, 2020

OFFICE OF THE PRESIDENT

Tina Smith

Executive Assistant

BOARD OF TRUSTEES

Cameron Cook

The Boyer Company

Kearston Cutrubus

Cutrubus Automotive Team

Kori Ann Edwards

Utah Governor's Office of
Economic Development

Mark Jenkins

Petersen Incorporated

Slade Opheikens

R&O Construction

William Shafer

Lucky Slice Pizza

Richard Taylor

Mckay-Dee
Hospital Foundation

Toni Ure

Chromalox

Matt Wardle, Chair

J.D. Machine

Paul Widdison

Weber School District
Board of Education

Joyce Wilson, Vice Chair

Ogden School District
Board of Education

Commissioner Dave R. Woolstenhulme
Utah System of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Woolstenhulme,

Pursuant to Utah Code 63-A-5b-901, "Disposal of Division-owned Property", the Ogden-Weber Technical College has submitted a "qualified proposal" to the director of the Utah Division of Facilities Construction and Management (DFCM), for the transfer of a 16,828 square foot building and 5.00 acre lot located at 145 North Monroe Blvd., Ogden, Utah. This property is contiguous with the college's main campus.

As identified in statute, the director has identified the transfer of the building and property to the college as "...a material benefit to the state." The next step in the process is to receive a favorable recommendation for the transfer from the legislature's Executive Appropriations Committee (EAC). The proposal will be presented to EAC at their November 2020 meeting.

In partnership with Ogden School District, the space will be utilized to increase access for high school students to college programs offered at the college. Students will be able to complete required high school graduation requirements, while attending the technical college. This joint use falls squarely within the college's mission, statutory requirement to provide access to secondary students, and the college's master plan.

Support for transfer of the property was previously approved by the college's board of directors and the former Utah System of Technical Colleges Board of Trustees. The college is requesting support for the transfer of property from the Utah Board of Higher Education.

A copy of the qualified proposal submitted to DFCM is attached. Pictures of the building and location in relation to the college's main campus is included.

Thank you for your continued support for leveraging partnerships and increasing access for our students. Please let me know if you need any additional information regarding this proposal.

Respectfully,

James R. Taggart
President

otech.edu

200 N. Washington Blvd.,
Ogden, UT 84404



MEMORANDUM

TO: Jim Russell, DFCM Division Director

FROM: James R. Taggart, President

DATE: August 28, 2020

RE: Qualified Proposal – Transfer of Ownership, 145 North Monroe Blvd., Ogden, Utah 84404, to Ogden-Weber Technical College.

Utah Code 63A-5b, Part 9 details the “Disposal of Division-owned Property.” The statute details the process in which the director may transfer ownership to a secondary state agency if “the director determines that the transfer of ownership or lease is in the best interest of the state;” (63A-5b-904(2a)). The Ogden-Weber Technical College is recognized in statute as a secondary state agency. This qualified proposal details, “the proposed use or occupancy, transfer of ownership, or lease of vacant division-owned property; and how the state will benefit from the proposed use or occupancy, transfer of ownership, or lease.” (63A-5b-901(14)).

Property Background

In 1985, the Ogden-Weber Technical College moved to its current main campus location. Legislation provided transfer of land and buildings from the then Utah Division of Youth Corrections. As part of that transfer, five acres in the southeast corner of the original property were retained by Youth Corrections to build a facility for observation and assessment of youth offenders. This facility is located at 145 N. Monroe Blvd., and is contiguous with the college campus.

As part of a consolidation of services provided by the Utah Division of Juvenile Justice Services (JJS), observation and assessment staff and services were relocated to the new Weber Valley Multi-Use Youth Center. This occurred in May 2018. At that time, no primary state agency demonstrated interest in the facility. Within weeks, with no maintenance of grounds, the lawn had died and weeds were two and three feet tall.

The college entered into a no-cost lease with the Utah Division of Facilities and Construction Management in July 2018. The college began covering costs associated with watering and landscape maintenance, building utilities, and security. This has saved the Division from expending funds to maintain a vacated property and the College has protected a State resource. To date, the College has invested \$170,000 in utilities, landscaping, clean-up, repair, and security monitoring.



During the 2019 and 2020 legislative sessions, the College worked with the Division and area legislators to have the property transferred. While there is strong support by legislators, due to changes in statutes, during both sessions, the transfer could not be completed by legislative action alone.

Proposed Use

High school students can enroll, tuition-free, as early college students at Ogden-Weber Technical College. Over the past several years, the number of early college students

from Ogden School District has grown from 500 to over 1000 students per year. The demand for access to high quality technical education continues to grow. One of the most significant barriers to access is the amount of time lost by students as they travel from their high school to the college and back. As a result, many students have to wait until their senior year to take advantage of tuition-free college courses.

The Ogden School District understands the value of technical education in the success of their students. Hands-on technical instruction provides much needed context for science, math, engineering, technical writing and critical thinking. Students engaged in early college programs are more likely to graduate on time, complete a post-secondary credential, obtain higher wage employment, and continue additional post-secondary education.

Recognizing the impact of technical education, the Ogden School District has proposed a partnership with Ogden-Weber Technical College for joint use of property and building located at 145 N. Monroe Blvd. The school district is willing to invest in the costs to remodel the space to make it functional instructional space. Preliminary estimates indicate this to be \$4.5M.

Once remodeled, this shared space would be used to permit high school students to attend full-day on the College campus. Students would be able to complete required high school core courses in this new facility and access college courses. By utilizing competency-based instruction, high school students could accelerate their completion of core courses so they could take more college courses earlier. This will also be a significant benefit for any student who is credit-deficient and needs the support to get back on track to graduate on time.

This shared space facility significantly reduces the transportation barrier to many students. By allowing students to combine both competency-based education to their core requirements and their college programs, more students will graduate from high school, on-time, with one or more college certificates completed.

Benefit to State of Utah

The Ogden School District / Ogden-Weber Technical College proposed use of this space increases high school completion and attainment of a post-secondary credential. A 2014 study by Northeastern University found that each high school dropout costs taxpayers \$292,000 over the course of their lives. In addition, lifetime earnings of high school dropouts are \$260,000 LESS than their peers who earn a diploma. Less income results in less state tax revenue. In addition, the unemployment rate for high school dropouts is 4 percent higher than the national average. Every high school student who graduates on-time, saves the State hundreds of thousands of dollars in public support and losses in income tax revenue. Source: *The True Cost of High School Dropouts* retrieved from: www.graduationalliance.com/2017/03/06/the-true-cost-of-high-school-dropouts/

In 2019, the Utah Data Research Center reported that students completing a technical college certificate experienced a 21% and 32% increase in wages. Students completing longer certificates had the larger wage increase. The proposed shared used space provides the opportunity for high school students to complete longer certificates, or even multiple certificate before graduating from high school. This wage growth results in increase income tax revenue for the State. In addition, since the students have no student loan debt, the graduate has more disposable income to spend on vehicles, homes and other items. This increases sales tax revenue for the State of Utah. Technical College graduates are retained in the Utah workforce at an impressive rate. One year after completing a certificate 97% are still working in Utah. After five years, 87% are still working and paying taxes in Utah. Source: *Return on Investment of Career and Technical Education Provided by UTech* retrieved from: <https://udrc.utah.gov/utechroi/index.html>

In summary, the tangible benefits to the State of Utah by the transfer of ownership of the vacant property, located at 145 N. Monroe Blvd., to the Ogden-Weber Technical College far outweigh the current market value or any other proposed use. Transfer of the property will not only permit the State to continue to benefit from its initial investment in the building and land, but it will continue to make a positive impact on the lives of students who complete their high school and college education. This has a multiplying impact on families, area employers, and the entire community.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB H

October 30, 2020

Southern Utah University—Long-term Land Lease

[Board Policy R705, *Leased Space*](#) requires the Utah Board of Higher Education to approve institutional leases with state-appropriated funds that commit the institution for ten or more years. Southern Utah University requests Board approval to lease 233 acres of land west of Cedar City from the Utah School and Institutional Trust Lands Administration for \$2,000 a year. The proposed fifteen-year lease will provide fly-over space for the aviation program away from population centers. The institution does not intend to develop the land beyond constructing a small landing pad to accommodate helicopter training maneuvers.

Additional information about this request may be found in the attached letter from the institution and accompanying map.

Commissioner's Recommendation

The Commissioner recommends the Board authorize Southern Utah University to lease 233 acres west of Cedar City.

Attachments:

October 2, 2020

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

RE: Board of Higher Education approval for Long-term Land Lease

Dear Commissioner Woolstenhulme,

In an effort to address safety and noise concerns from airports SUU Aviation uses for helicopter training, we are requesting approval under Regent Policy R705, *Leased Space*, to enter into one or more Long-term Lease agreements for land outside populated areas to conduct training. This request was presented to and approved by the SUU Board of Trustees at their September 25, 2020 meeting.

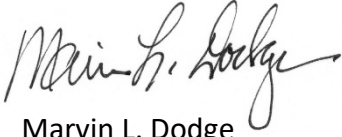
SUU Aviation provides flight instruction in both fixed and rotor wing aircraft. While we operate primarily out of the Cedar City Regional Airport, flight instructors utilize most airports south of Nephi, Utah on a regular basis. Coordinating flight times and patterns has become more complex with growth of the program, and we remain attentive to congestion at the airports we use. Aircraft practicing various maneuvers in and around airports inevitably add to the noise at these locations, as well as noise complaints. This initiative is an effort to enhance safety and mitigate noise.

We have negotiated an initial lease with the Utah School and Institutional Trust Lands Administration (SITLA) for 233 acres of land west of Cedar City near an abandoned iron ore mine, significantly removed from any homes or structures. Outlined on the attached map are three separate plots including 6.99, 64.53, and 161.44 acres which will be leased for fifteen (15) years, with optional extensions. Lease payments for the 233 acres is set at \$2,000 annually. We continue to engage with SITLA and the Bureau of Land Management (BLM) for additional landing sites, particularly at lower elevations which are more critical during the summer months.

Once leases are executed, we plan to build several 40' x 200' landing pads on these properties to accommodate helicopter training maneuvers. We are working with engineers for an appropriate design that may be as extensive as a concrete pad, at approximately \$35,000 to \$40,000 each, to something less expensive using compacted aggregate material.

We appreciate your continued support of SUU Aviation and look forward to responding to any questions you may have at the Board meeting scheduled for October 30, 2020.

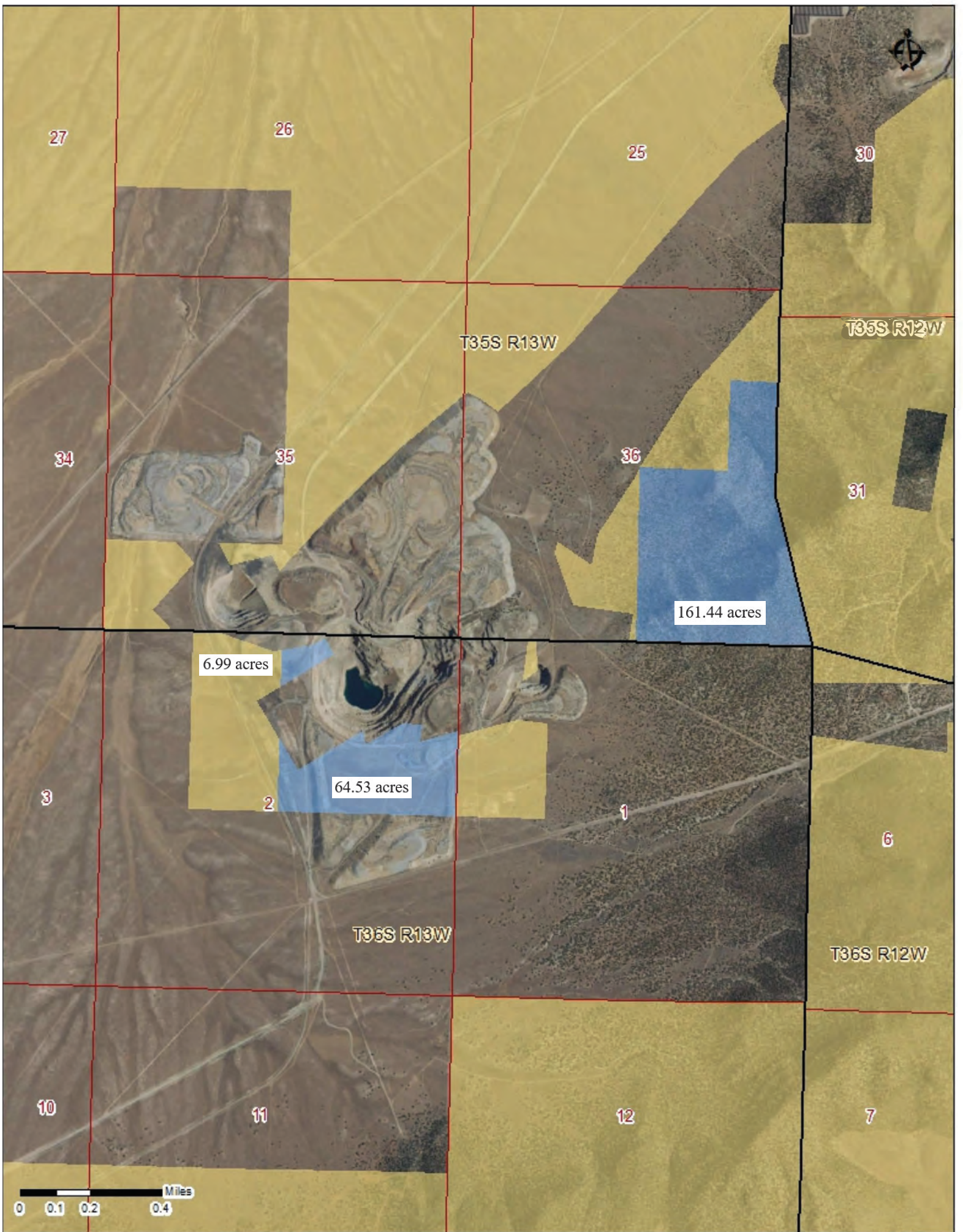
Best regards,

A handwritten signature in black ink, appearing to read "Marvin L. Dodge", with a stylized flourish at the end.

Marvin L. Dodge
Vice President

cc: President Scott L Wyatt

Attachment





UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB I

October 30, 2020

Utah Equity Lens Framework Presentation

Assistant Vice President for Diversity and Chief Diversity Officer at Weber State University, Adrienne Andrews, and Tasha Toy, AVP for Diversity and CDO at Dixie State University, will provide a broad overview of the Utah Equity Lens Framework at the October Utah Board of Higher Education meeting.

The Board will adopt the Utah Equity Lens Framework at their December 2020 Board meeting as a critical component to guide its strategic plan. The framework is modeled after the [Oregon Higher Education Coordinating Commission's Equity Lens](#) and was further developed by USHE Chief Diversity Officers as a guiding tool for the Board and System.

The presentation will include:

- Equity framework overview
- Desired outcomes of implementing the equity framework
- Invitation to participate, share, and provide feedback

Additionally, to increase understanding of equity, diversity, and inclusion topics, and to ensure that Board and System work is equity focused, each Board meeting moving forward will include presentations, panels, and discussions from underrepresented student, staff, and faculty experts.

Commissioner's Recommendation

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



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB I

October 30, 2020

Equity, Diversity, and Inclusion Workgroup Charter Draft

Statement of Purpose

The Equity, Diversity & Inclusion Workgroup is a standing workgroup to the Utah Board of Higher Education. Its purpose is to foster collaboration and coordination among the Board and System leadership and to cultivate and integrate equity, diversity, and inclusion awareness, cooperation transparency, and progress throughout the Utah System of Higher Education. The workgroup will coordinate and report on each of the Board's standing committee's progress toward statewide goals and align ongoing efforts to advance equitable systemic change.

The workgroup embraces a culture of anti-racism, inclusiveness, and is committed to equitable access and opportunity for all students, faculty, and staff. Equity, diversity, and inclusion enrich our higher education community.

Membership/ Administrative Support

Members of the workgroup will be drawn from Utah Board of Higher Education members, USHE Chief Diversity Officers, and USHE students, faculty, and staff. The terms of service shall be reviewed annually. The chairs of the workgroup will be comprised of two standing Board chairs and USHE's Equity & Advocacy Officer.

Authority

The EDI Workgroup has no expressed or implied power or authority.

Responsibilities

The EDI Workgroup will focus on the following areas and outcomes:

- Inventory, transparency, accountability, and communication across standing Board committees and System equity, diversity and inclusion efforts
- Board and System leadership awareness and understanding of equity, diversity, and inclusion topics through Board and System connection to key community stakeholders
 - Partnerships must include the collaborative intent to build pipelines and successful programs by wisely stewarding, collaborating, sharing, and leveraging state resources

- Collaborative coordination with USHE’s Chief Diversity Officers to shift and influence culture and build a sense of belonging across schools and access points
 - Including work on their collective equity, diversity, and inclusion priorities
- Collection of pertinent data essential to meeting the purpose of the workgroup, including System student program enrollment and completion data disaggregated by race, ethnicity, gender, and socio-economic status, System staff and faculty representation, and institutional cultural assessment data and perceptions
- Regular review of and recommendations for relevant training for Board and System leadership on anti-racist, equity, diversity, and inclusion practices
- Recommendations for appropriate outcomes and alignment with the Board strategic plan
- Suggestions for pertinent System policies and procedures (e.g. hiring recruitment practices, campus safety, etc.)
- Recommendations for community outreach strategies that focus on building positive, dual-capacity relationships between the community and underrepresented student populations
- Service to Board and System staff as a consultative resource
- Communication of successes and progress

Meetings

The workgroup is intended to be permanent or will exist until such time that this charter is revised or revoked. Meetings will be held quarterly.

Reporting

The EDI Workgroup will regularly report to the Utah Board of Higher Education.

Commissioner’s Recommendations

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



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB J

October 30, 2020

Student Affairs Committee Report

The Student Affairs Committee held its inaugural meeting on September 18, 2020. The committee reviewed a draft charter, the Commissioner's 100-Day Plan, and the statutory responsibilities of the Board of Higher Education. The committee will use equity-focused approaches in discussing any items. The committee will also focus on outcomes—beyond good ideas and information.

Committee Chair Lisa-Michele Church met with the chairs of USHE Chief Student Affairs Officers and Chief Diversity Officers, as well as Utah State Board of Education Deputy Superintendent Patty Norman, to discuss general issues related to the committee. Chair Church extended assignments to committee members in the following areas:

- Student Mental Health
 - Jera Bailey
 - Glen Rivera
- Campus Safety
 - Stacey Bettridge
 - Candyce Damron

The committee received an update from Nicole Batt, Executive Director of the Utah College Advising Corps. The committee unanimously approved a motion to prioritize funding to expand the initiative for the 2021-22 school year.

Laís Martinez, USHE Director of Diversity and Equity, presented a summary of the USHE issue brief in support of the Equity Resolution, adopted by the Board in August 2020. In support of the charge in this resolution, the committee will focus on ensuring state aid program revisions remove barriers for underserved populations; work on campus safety policies that combat racism and bias toward underserved populations; improve mental health policies that provide equitable services for all students; and expand college and career advising in high schools with a specific focus on reaching a more diverse group of students. Chair Church charged the committee to continually demand action in support of the Equity Resolution. This charge and strategic leadership led to the Executive Board Committee agreeing to center marginalized student, staff, and faculty voices and expertise by allocating time for equity, diversity, and inclusion presentations at each full Board meeting.

The committee reviewed a summary of state scholarship programs and recommendations from the 2019 State Scholarship Task Force. The recommendations included plans to sunset the Regents' and New Century scholarship programs, increase funds to the Utah Promise Scholarship, and establish a statewide merit program that removes barriers for underrepresented populations, including barriers such as the use of standardized tests, which are demonstrated to be weak predictors of college success. Staff will present a detailed work plan and legislative strategy at its November committee meeting.

Board members Bailey and Rivera discussed various System efforts in student mental health, including USHE's partnership with the JED Foundation (thanks to the generosity of the J. Willard and Alice S. Marriott Foundation), SafeUT, and expanding support to technical colleges. Commissioner's office staff are meeting with JED to expand services and working to articulate how JED specifically responds to equity and diversity needs at USHE institutions. Commissioner's office staff will provide an update to committee members Bailey and Rivera before its November committee meeting.

Board member Damron reported on the status of the Board's Campus Safety Study in relation to [S.B. 80, Campus Safety Amendments](#), including feedback from student leaders. A baseline report is expected at the November committee meeting that outlines the level of services on campus for students, especially underrepresented populations.

Since the committee met in September, Chair Church met with USHE Chief Student Affairs Officers. They discussed major priorities including student pathways, transfer, and food scarcity among students.

Commissioner's Recommendation

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



October 30, 2020

Academic Education Committee Report

At its September 18, 2020 meeting, the Academic Education Committee received an overview and training on the committee's charter and its responsibility to oversee the academic work of Utah's degree-granting colleges and universities, including certificate and degree programs, their instructional quality, and their transferability and articulation; the production of research, scholarly work, and creative achievements; and faculty responsibilities, workloads, and tenure processes.

The committee approved two action items:

1. An out-of-mission program request from Southern Utah University for a Doctor of Psychology in Clinical Psychology, which were forwarded to the full Board for consideration during the October 30, 2020 meeting.
2. The approval of minimum scores and maximum credit for AP/CLEP/DSST exams recommended by faculty major committees in order to standardize the credit for prior learning that students receive for those exams across Utah System of Higher Education institutions. Those recommendations were forwarded to the Board for approval through the general consent calendar during the October 30, 2020 meeting.

The committee also began discussing its priorities for the coming year. Chair Pat Jones explained the carry-over priorities from the previous year:

1. Standardizing credits for prior learning assessments; and
2. Streamlining transfer across the system.

The committee also began discussing its work over the coming year to address:

1. The Board's Equity Resolution.
2. The Board's definitions of the expected characteristics in the postsecondary portion of the state's Portrait of a Graduate.
3. The need to address the statewide attainment gap—in particular, the committee discussed the need in future meetings to explore gaps in academic success, the possible benefits of innovative academic pathways (such as improved transfer agreements, baccalaureate completion degrees, academic schedules better suited to the needs of adult students, increased opportunities for credit for prior learning, and competency-based pathways), and increasing equity in Concurrent Enrollment participation.

Commissioner’s Recommendation

This is an information item only; no action is required



October 30, 2020

Technical Education Committee Report

The Technical Education Committee held its inaugural meeting on September 18, 2020. The committee received an overview of technical education and the value it provides to students and the communities served. The committee reviewed and approved a charter to oversee the technical education at Utah's technical colleges and degree-granting institutions that offer technical education. The committee will focus on outcomes with equity-focused approaches.

Prior to the meeting, the committee was asked to watch a 10-minute video entitled "Success in the New Economy." The video underscores the importance and value of technical education. In the meeting, Kim Ziebarth, Associate Commissioner for Technical Education, presented an overview of technical education in Utah. The presentation included a brief history, geographic service regions, institution and programmatic accreditations and approvals, programs and approvals, student enrollment, industry relations, credentials, tuition cost, performance indicators, completion, placement and graduation rates, educational pathways and articulation agreements, scholarships, and campus services.

Associate Commissioner for Workforce Development, Jessica Gilmore, Ed.D., presented on Pathways to Workforce Development, which included: program and course definitions, offerings, employment, and wages in Utah. Gilmore stated that the statistics presented today are related to the UTech system. She is working with Carrie Mayne, Chief Economist, to merge the data and will present it at a future meeting.

Vice Chair Maggelet presented a draft of the [Technical Education Committee Charter](#) that includes a statement of purpose, membership and administrative support, authority, responsibility, and meeting times. She suggested adding a breakdown of governance, programs, and workforce. The committee approved the charter with the recommended changes.

Laís Martinez, Director of Diversity and Equity, provided an overview of the [USHE issue brief in support of the equity resolution](#), adopted by the Board in August 2020. The presentation included a recommendation to advance equitable systemic change. Committee members discussed the need for clarification of the visible and invisible barriers that need to be addressed, as well as baseline data needed to measure the progress and success of this initiative. Carrie Mayne reported that data is being compiled for all of USHE institutions and will be reported in upcoming Board meetings.

The committee began discussing potential USHE strategic priorities that align with the state's vision defined in [S.B. 111, *Higher Education Amendments*](#), which cites quality, affordability, workforce alignment with high quality jobs and job growth, educational opportunity access, equity, completion, and the development of seamless pathways. The following potential initiatives were discussed:

1. Transition technical colleges from clock-hours to credit hours
2. Improve state adult education's connection with technical education and workforce development
3. Broaden the development and application of pathway agreements to reduce the duplication of course work, time, and cost to students

Commissioner's Recommendation

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



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB J

October 30, 2020

Finance and Facilities Committee Report

At its September 18, 2020 meeting, the Finance and Facilities Committee reviewed the six projects that have been identified as priorities for FY21-22 for relevance given the novel coronavirus and institutional changes to instruction. The committee approved the projects in the following priority order to move forward to the full Board for final action:

1. BTech Health Sciences Building
1. SUU Academic Classroom Building
2. UU Applied Sciences Building
3. USU Mehdi Global Teaching and Learning Center
4. SLCC Herriman Campus
- DSU Land Bank

The committee discussed statutory responsibilities related to finance and facilities given to the Board by the legislature and discussed areas of interest in setting committee priorities for the coming year. As part of those priorities the Committee also discussed how an equity lens can inform committee priorities, and Laís Martinez presented a framework for equity work.

The committee discussed shared services in the Utah System of Higher Education and made it a top committee priority. Shared services is the sharing of back-office business functions across business units. The committee discussed how establishing shared services across the System will meet the statutory responsibility to improve system efficiency. The committee defined the next steps as gathering system-wide information on back-office functions and writing an RFP to hire a shared services consultant to develop a business case for the System.

The committee also discussed the work of the Student Fees Workgroup, which was convened to review and revise the current USHE policy on general student fees, discuss how to better define student fees and when institutions should administer them, and create a process to review all student fees in consideration of which fees should be rolled into tuition.

The committee also heard four informational reports that are available for review of the full Board:

1. Educationally Disadvantaged Intent Language
2. Annual Report on Foreign Gifts
3. Annual Report on Institutional Residences
4. Revenue Bond Results

Commissioner’s Recommendation

This is an information item only; no action is required



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB K

October 30, 2020

Academic Program Approval and Review

In its 2017 session, the Utah State Legislature passed [S.B. 238, Higher Education Governance Revisions](#), and the bill was subsequently signed into law by the Governor. The new law shifted the authority to approve changes to an institution's academic programs from the State Board of Regents to institutional boards of trustees. In response to that state law, in July 2017, the State Board of Regents approved changes to [Board Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports](#), to allow for each institutional Board of Trustees to approve new academic programs within its institutional role and specified program level.

In its 2020 session, the legislature added additional modifications to higher education governance through [S.B. 111, Higher Education Amendments](#), which the Governor also signed into law. That state law replaced the former State Board of Regents and the Utah System of Technical Colleges Board of Trustees with the new Utah Board of Higher Education. The law specified that the newly formed Board had responsibility to:

- “participate in the establishment and review of programs of instruction” (2709) by
- “establish[ing] and defin[ing] the roles of various institutions of higher education” (4937) and by
- “prescrib[ing] the general course of study to be offered” at institutions of higher education based on their primary role (4940), including by
- “clarifying the level of program that the institution of higher education may generally offer; the broad fields that are within the institution of higher education’s mission; and any special characteristics of the institution” (4970-4974).

In compliance, on August 21, 2020, the Utah Board of Higher Education [established and defined those institutional roles, missions, and general courses of study](#).

The state law also requires the Board to “establish criteria for whether an institution of higher education may approve a new program of instruction, including criteria related to whether:

- the program of instruction meets identified workforce needs;
- the institution of higher education is maximizing collaboration with other institutions to provide for efficiency in offering the program of instruction;

- the new program of instruction is within the institution of higher education’s mission and role; and
- the new program meets other criteria determined by the board” (4993-5000).

Those criteria are embedded in the Utah System of Higher Education’s program review and approval process outlined below. There are two routes to program approval, depending on whether the proposed academic program fits within the institution’s role, mission, and service region. Institutions must provide the Commissioner’s office with notice of any proposed new academic programs through an online template. The Commissioner’s office then determines whether the program falls within or outside of the institutional role and geographic service region. If the program is within mission, it follows an approval track through the institutional Board of Trustees; programs that are out-of-mission or service region must be approved by the Utah Board of Higher Education.

The Program Review and Approval Process: Within Institutional Mission and Service Region

If the program is within the institutional mission and the approved geographic service region, it undergoes the following process:

- The Commissioner’s office organizes a peer review of the new program through the Council of Chief Academic Officers, who send the proposal to related academic departments for feedback, assessment of program quality, transferability to their programs, and an evaluation of possibilities for collaboration with existing programs in the state.
- The Commissioner’s office staff also evaluates the program, including the institution’s assessment of workforce demand, student demand, projected enrollments, need for new faculty, staff, or resources, budget projections of anticipated program expenses and revenues, the proposed curriculum, student standards of performance, required credits, collaboration with and impact on other USHE institutions, special accreditation requirements, compliance with transfer policies, and other factors.
- The Commissioner’s office compiles its evaluation and the peer review from other USHE institutions into a report that the Commissioner sends to the institution’s secretary of the Board of Trustees, president, and Chief Academic Officer. The report will include the Commissioner’s recommendation for the proposed program, which the Board of Trustees will use in its consideration.
- Should the Board of Trustees approve the program, the institution notifies the Commissioner’s office, and the program is placed on the general consent calendar of the Utah Board of Higher Education.

- The program must also receive approval from the regional accrediting agency, the Northwest Commission on Colleges and Universities.

Board of Higher Education Approval of Academic Programs Outside an Institutional Role or Service Region:

Proposed programs that fall outside of the institution’s specified role or geographic service region must be approved by the Utah Board of Higher Education, rather than the institutional Board of Trustees. The Board must also approve the establishment of any branch, extension, college, or professional school.

These programs undergo a more extensive review:

- The Commissioner’s office provides a detailed assessment of workforce and student demands, fiscal considerations, duplication of programming across the System, possibilities of partnering with other institutions to avoid an out-of-mission program or encroachment on another institution’s service region, projected student enrollments, need for new faculty, staff, or resources, the proposed curriculum, student standards of performance, required credits, special accreditation requirements, compliance with transfer policies, and other factors.
- The Commissioner’s office coordinates a peer review through the Council of Chief Academic Officers who solicit feedback from academic departments at their institutions. The program will also be forwarded to institutional presidents so they can address concerns about institutional role, partnership possibilities, possible saturation of the market, etc.
- The Commissioner’s office prepares a report, including its evaluations and the peer review from other USHE institutions, which the Commissioner forwards to the Academic Education Committee of the Utah Board of Higher Education.
- The Academic Education Committee determines whether the out-of-mission and/or out-of-region proposal is justified by statewide needs and should be forwarded to the full Board for consideration. The committee may also send the proposal back to the institution for revision or more detailed analysis.
- Following approval by the Board, the program must also be approved by the regional accreditor, the Northwest Commission on Colleges and Universities.

Periodic Program Review, Modification and Termination of Programs:

[S.B. 111, Higher Education Amendments](#), also requires the Board of Higher Education to “conduct a periodic review of all new programs of instruction, including those funded by gifts, grants, and contracts, no later than two years after the first

cohort to begin the program of instruction completes the program of instruction” (5029-5038). It also allows the Board to “conduct a periodic review of any program of instruction at an institution of higher education, including a program of instruction funded by a gift, grant, or contract.” The law gives the Board the authority to “recommend that the institution of higher education modify or terminate the program of instruction” (5029-5038). These provisions are included in [Board Policy R411, *Cyclical Institutional Program Reviews*](#). The policy requires that:

- Programs will be reviewed first by the institutional Board of Trustees. As part of that review, institutional Chief Academic Officers provide a program description, faculty/student data, financial data, and a program assessment that includes a minimum of two external reviews from experts in the discipline, or one external reviewer and one internal reviewer not affiliated with the program. Those reviewers shall be individuals holding positions as academic administrators and/or faculty. The institutional evaluation may also include Program Advisory Committee members or other external industry experts and special accreditation letters or reports prepared for an organization recognized by the Council for Higher Education Accreditation or the U.S. Department of Education.
- The Board of Trustees forwards its recommendations to the Commissioner of Higher Education for review and recommendation to the Board as a general consent calendar item.

The new state law allows the Board of Higher Education to require modification or termination of an institution’s program(s), but specifies that the Board must provide adequate opportunity for a hearing first.

The schedule of periodic review is also established in [Board Policy R411, *Cyclical Institutional Program Reviews*](#):

- The Board of Higher Education is required to review any new programs no later than two years after the first cohort to begin the program has completed it.
- All continuing programs at degree-granting institutions that offer doctoral and master’s degrees will be reviewed at least once every seven years, except where the specialized accreditation cycle for a program may be different. Programs at all other degree-granting institutions will be reviewed at least once every five years, except where the specialized accreditation cycle for a program may be different.

Commissioner’s Recommendation

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

Attachment:



New Academic Degree Program Approval Process

Time: varies by institution from 2-12 months

Institution: 1) drafts new program proposal; 2) submits new program through institutional review processes (i.e., curriculum committees); 3) submits proposal to the Office of the Commissioner of Higher Education.

Time: 1-2 days

Commissioner's staff reviews proposal to determine whether it falls within institutional mission.

Within institutional mission

Outside institutional mission

Commissioner's staff 1) works with institution, as needed, to clarify questions and issues and 2) organizes peer institutions' feedback.

Commissioner's staff: 1) works with institution, as needed, to clarify questions and issues; 2) performs an in-depth workforce development, economic impact, and academic analysis to determine whether an out-of-mission approval would serve the workforce needs of the state; and 3) organizes peer institutions' feedback and consideration of whether partnership with existing programs would be preferable to an out-of-mission program.

Chief Academic Officers of other USHE institutions provide peer-review of the proposal.

Chief Academic Officers of other USHE institutions provide peer-review of the proposal. Council of Presidents has the opportunity to review the program.

Commissioner's staff prepares Peer Review and Commissioner's Office Report; conveys report to the institution's Secretary of the Board of Trustees, President, and Chief Academic Officer.

Commissioner's staff prepares Peer Review and Commissioner's Office Report and conveys report and proposal to the Utah Board of Higher Education's Academic Education Committee (AEC). AEC considers the proposal and provides a recommendation to the Board of Higher Education. OCHE staff conveys proposal, Peer Review and Commissioner's Office Report, and AEC recommendation to the Board of Higher Education for consideration.

Institution's Board of Trustees takes action on the proposal using criteria provided by the Utah Board of Higher Education. Board of Trustees may approve, defer, or not approve a proposal.

Board of Higher Education takes action on the proposal; the Board may approve, defer, or not approve a proposal.

If Board of Trustees approves, the institution: 1) submits the proposal to the Northwest Commission on Colleges and Universities for accreditation review and 2) notifies Commissioner's office of the Board of Trustees approval date.

If Board of Higher Education approves, institution submits proposal to Northwest Commission on Colleges and Universities for accreditation review.

Time: one month

Time 1-6 months



October 30, 2020

Out-of-Mission Program Request from Southern Utah University: Doctor of Psychology in Clinical Psychology

Southern Utah University is proposing a new Doctor of Psychology (Psy.D.), a professional doctoral program in Clinical Psychology. The Psy.D. program is intended to prepare students for professional licenses and the ability to practice psychotherapy and psychological testing in Utah and other states. A doctorate in clinical psychology meets licensing requirements to practice methods of psychotherapy and psychological testing throughout Utah and in many other states.

Per section 4.2 in Board Policy [R312, Utah System of Higher Education and Institutional Missions and Roles](#), a doctoral degree is considered out-of-mission for a regional university like SUU. Regional universities have a mandate to “emphasize teaching, scholarly, and creative achievements that complement teaching and community service” and that “contribute to the quality of life and economic development at the local and state levels.” Policy states that SUU may provide “Career and Technical Education, undergraduate associate and baccalaureate programs and select master’s degree programs to fill regional or state workforce demands.” SUU is arguing that a Psy.D. program is necessary to fill regional workforce demands for mental health practitioners. As a clinical doctorate, the proposed Psy.D. program is practice-oriented rather than emphasizing original research as is typical for Ph.D. programs reserved in policy for research institutions like the University of Utah and Utah State University. No other institutions in Utah provide a Psy.D. in clinical psychology, and neither the University of Utah nor Utah State University has plans to do so.

The former USHE Board of Regents Academic and Student Affairs Committee first discussed the proposal from SUU in February of 2020 and asked the Office of the Commissioner to investigate the workforce and economic needs in regards to mental health practitioners, licensing, and the value of a Psy.D., as well as evaluations of the proposed academic program from other USHE institutions and the possibilities of partnering with research institutions with existing doctoral programs instead of creating an out-of-mission program. Subsequently, the Office of the Commissioner conducted reviews of programs in proximity to Utah, interviews with current practitioners in the field, and a review of the curriculum and cost proposed. Findings indicated that SUU had created a strong curriculum, which would prepare graduates for immediate entrance into the field. While analysis of job growth data does not accurately reflect the diversity of roles graduates may fill, current practitioners indicated a need for more Psy.D.

graduates who can support the testing, diagnostics, and diagnosing not available to master's-level practitioners. As the field of mental health workers expands, it is expected that schools, hospitals, and community-based organizations will increase their employment of those with a broader scope of practice, particularly in leadership or supervisory roles. Additionally, the increase in work-based-learning required of Psy.D. candidates will positively affect the availability of health care services in rural Utah. The partnerships SUU has established in this field will greatly benefit Psy.D. students, the university, and their surrounding communities by increasing the capacity of mental health services.

Commissioner's Recommendation

The Commissioner and his staff recommend that the Board approve Southern Utah University's proposal to implement a Psy.D. program.

The Board of Higher Education's Academic Education Committee determined during its meeting on September 18, 2020, that the proposal should be forwarded to the Committee of the Whole for consideration during the October 2020 Board meeting and recommends its approval.

Attachments:



1303 N Main Street
Cedar City, UT 84721

Tuesday, June 11, 2019

To Whom It May Concern:

I am pleased to write this letter asking for your support for Southern Utah University's creation of a Doctorate of Psychology program.

I am the Administrator at Cedar City Hospital, and without question, access to needed mental health resources for our patients and communities continues to be a challenge. I feel strongly that adding this option to the curriculum of SUU will help provide our community with critically-needed mental health resources.

It's been said it takes a village, but the village needs a strong leader to move them forward, which is another reason why I am extremely pleased to support President Wyatt in championing the addition of this first-ever doctorate program for SUU. I know with his leadership this program will succeed and flourish and I am grateful for the work and vision he has had to bring this to our area.

I ask that you please support this important request of Southern Utah University's creation of a Doctorate of Psychology program. In a practical sense it will help with access to needed mental health resources, and in a more important moral sense, it is providing help, strength, hope, and light to individuals who carry the extremely heavy burden of mental illness to be able to address and heal from those challenges. I feel there are few things more important than helping the most vulnerable among us. This program is a massive step forward in being able to do this.

I give my full support to Southern Utah University, and respectfully request that this creation of a Doctorate of Psychology program be approved on their behalf.

Thank you.

Sincerely,

A handwritten signature in black ink that reads "Eric Packer". The signature is fluid and cursive, with the first name "Eric" and last name "Packer" clearly distinguishable.

Eric Packer
Administrator
Cedar City Hospital
435.868.5801 | eric.packer@imail.org

Tuition Proposal Overview – Southern Utah University - Psy.D.

According to Regent policy R312 (<https://ushe.edu/ushe-policies/policyr312/>), SUU's mission is to provide *affordable career and technical educational programs to fill regional or state workforce demands*. The proposed Psy.D. program was designed not only to prepare graduates to be employed in careers that directly alleviates the acute mental health crisis in Utah, but also to be competitively priced.

SUU's 2020-2021 incremental, undergraduate, resident tuition rate is \$282 per credit (<https://www.suu.edu/cashier/tuition-undergrad.html>). Regent policy requires that base graduate-level tuition rates be established at 110% of this incremental, undergraduate, resident tuition rate. Thus, for the purposes of calculating the proposed tuition for the Psy.D. program, SUU's base graduate-level incremental tuition rate starts at \$310.20 per credit.

In order to ensure the program is affordable and competitively priced, the proposed tuition rate is **\$600 per credit**. In addition to tuition, students also pay standard across-the-board student fees. The tuition table on the next page outlines the full cost tuition and student fees for credits ranging from 1 to 25.

The Psy.D. program is a 5-year, full-time, residential academic program. Students must complete a minimum of 114 credits to finish the program, but most will complete additional credits linked to specialized training, extended (paid) practicum experiences, and other electives (bringing the average total for the program to approximately 120 credits).

On average, students will complete 24 credits per year (approximately 9 credits in fall, 9 credits in spring, and 6 credits in summer). As such, students can expect to pay approximately **\$15,400** annually in tuition and fees.

SUU's proposed tuition rate of **\$600 per credit**, or **\$15,400 annual cost** for tuition and fees, aligns with closely with other public universities that offer a Psy.D. program. Here are some comparisons to both public and private universities:

Public Universities:

Northern Arizona University = \$17,600 annual tuition and fees

Eastern Kentucky University = \$675 per credit

Georgia Southern University = \$11,633 annual tuition

Private Universities:

California Lutheran University = \$1,050 per credit

University of LaVerne = \$1,200 per credit

University of Denver = \$45,632 annual tuition and fees

Baylor University = \$52,372 annual tuition and fees

Psy.D. - Tuition Table:



OFFICE OF PLANNING AND BUDGET

2021-2022 Doctoral Resident & Non-Resident Tuition
Doctor of Psychology (Psy.D.)

Hours	Tuition	Fees	Total
1	600.00	48.75	648.75
2	1,200.00	85.75	1,285.75
3	1,800.00	122.75	1,922.75
4	2,400.00	159.75	2,559.75
5	3,000.00	196.75	3,196.75
6	3,600.00	233.75	3,833.75
7	4,200.00	270.75	4,470.75
8	4,800.00	307.75	5,107.75
9	5,400.00	344.75	5,744.75
10	6,000.00	381.75	6,381.75
11	6,600.00	381.75	6,981.75
12	7,200.00	381.75	7,581.75
13	7,800.00	381.75	8,181.75
14	8,400.00	381.75	8,781.75
15	9,000.00	381.75	9,381.75
16	9,600.00	381.75	9,981.75
17	10,200.00	381.75	10,581.75
18	10,800.00	381.75	11,181.75
19	11,400.00	381.75	11,781.75
20	12,000.00	381.75	12,381.75
21	12,600.00	381.75	12,981.75
22	13,200.00	381.75	13,581.75
23	13,800.00	381.75	14,181.75
24	14,400.00	381.75	14,781.75
25	15,000.00	381.75	15,381.75
Tuition Per Credit Hour after 1st Credit Hour			600.00

Excerpt from R401:

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	438	468	478	508	528	548
# of Majors in Proposed Program(s)	////	10	20	30	40	50
# of Graduates from Department	68	78	88	98	108	128
# Graduates in New Program(s)	////	0	0	0	0	10
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,076,163	\$307,002	\$500,095	\$713,888		
Operating Expenses (equipment, travel, resources)	\$77,815	\$85,000	\$100,000	\$115,000		
Other:						
TOTAL PROGRAM EXPENSES	////	\$392,002	\$600,095	\$828,888		
TOTAL EXPENSES	\$1,153,978	\$1,545,980	\$1,754,073	\$1,982,866		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$1,065,624	\$380,000	\$380,000	\$380,000		
Special Legislative Appropriation						
Grants and Contracts	\$24,602					
Special Fees	\$64,181		\$8,438	\$16,875		
Tuition		\$74,448	\$148,896	\$223,344		
Differential Tuition (requires Regents approval)		\$69,552	\$139,104	\$208,656		
PROPOSED PROGRAM FUNDING	////	\$524,000	\$676,438	\$828,875		
TOTAL DEPARTMENT FUNDING	\$1,154,407	\$1,678,407	\$1,830,845	\$1,983,282		
Difference						
Funding - Expense	\$429	\$132,427	\$76,772	\$416		

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Southern Utah University
Proposed Program Title: Doctor of Psychology (Psy.D.) in Clinical Psychology
Sponsoring School, College, or Division: College of Humanities and Social Sciences
Sponsoring Academic Department(s) or Unit(s): Department of Psychology
Classification of Instructional Program Code¹ : 42.2801
Min/Max Credit Hours Required of Full Program: 115 / 140
Proposed Beginning Term²: Fall 2021
Institutional Board of Trustees' Approval Date: 05/02/2019

Program Type (check all that apply):

<input type="checkbox"/>	(AAS) Associate of Applied Science Degree
<input type="checkbox"/>	(AA) Associate of Arts Degree
<input type="checkbox"/>	(AS) Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	(BA) Bachelor of Arts Degree
<input type="checkbox"/>	(BS) Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	(MA) Master of Arts Degree
<input type="checkbox"/>	(MS) Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input checked="" type="checkbox"/>	Doctoral Degree (specify award type ³ : Doctor of Psychology - Psy.D.)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input checked="" type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcodes/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Robert L. Eves, Interim Provost _____ Date: August 9, 2019

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Program Description - Full Template**

Section I: The Request

Southern Utah University requests approval to offer the following Doctoral degree(s): Doctor of Psychology (Psy.D.) in Clinical Psychology effective Fall 2021. This program was approved by the institutional Board of Trustees on 05/02/2019.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Department of Psychology at Southern Utah University (SUU) is proposing a new Doctor of Psychology (Psy.D.) degree program. This professional doctorate program in Clinical Psychology will allow students who complete it to be license-eligible and prepared to practice methods of psychotherapy and psychological testing throughout Utah and in many other states.

The proposed Psy.D. program will be a practice-oriented training program and differ from a Ph.D. program, most strikingly by having a reduced emphasis on conducting original research or discovery of new knowledge. The American Psychological Association (APA) Standards of Accreditation describes the difference in the following terms: "In general, Ph.D. programs place relatively greater emphasis upon training related to research, and Psy.D. programs place relatively greater emphasis on training for engaging in professional practice" (<https://www.apa.org/ed/accreditation/about/policies/2019-doctoral-worksheet.pdf>).

This proposal is a direct response to the Board of Regents' initiatives relative to mental health over the last several years. College and university students in rural Utah have very limited resources available to assist them with their serious mental health needs beyond university supported student mental health clinics. In order to build the mental health infrastructure in rural Utah, SUU requested, back in the summer of 2019, that the Board of Regents advance a legislative funding proposal for the SUU PsyD program during the 2020 legislative general session. The Commissioner's office and then a unanimous Board of Regents adopted and forwarded the budget request to the Utah Legislature as part of its own budget proposal. The State Legislature funded the program during the 2020 general session. This funding was pulled back as a consequence of the economic downturn that started in March 2020. Recognizing that the funding was pulled back, as a result of COVID-19, the consequence of the pandemic was an increased need for mental health services. The program is important enough to SUU that it has relocated existing funding to support the program.

In contrast to a Ph.D. degree, the proposed Psy.D. program at SUU is a face-to-face terminal degree in professional Clinical Psychology (<http://www.div12.org/sites/default/files/DifferenceBetweenPhDandPsyD.pdf>). A Psy.D. program prepares graduates to function as professional, license-eligible psychologists in various capacities. The focus of SUU's proposed program will be on preparing professionals for clinical practice in providing a range of mental health services, including treatment, assessment, and prevention services. There are several institutions in

the region that offer Ph.D. programs in psychology. The programs at these institutions prepare graduates to practice professionally, but they also provide a strong focus on research and preparing graduates for research pursuits. By developing a Psy.D. program, SUU would not directly compete with other institutions (in Utah or in the region) that offer traditional Ph.D. research degrees in psychology.

This emphasis on preparing practitioners is also reflected in the 2020 Classification of Instructional Program (CIP) Code. Under CIP Code 42.2801 (Clinical Psychology), the following definition is provided: "A program that prepares individuals for the independent professional practice of clinical psychology, involving the analysis, diagnosis, and clinical treatment of psychological disorders and behavioral pathologies. Includes instruction in clinical assessment and diagnosis, personality appraisal, psychopathology, clinical psychopharmacology, behavior modification, therapeutic intervention skills, patient interviewing, personalized and group therapy, child and adolescent therapy, cognitive and behavioral therapy, supervised clinical practice, ethical standards, and applicable regulations" (<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=56&cipid=90817>).

The nearest Psy.D. programs are located in Colorado, Arizona, and on the West Coast. Other similar programs are offered in Texas, the Midwest, and on the East Coast. As such, there are a limited number of Psy.D. programs in the Rocky Mountain region and Intermountain West.

Because the focus of a Psy.D. program is typically on applied clinical and professional training, students are required to complete a comprehensive professional project. In this way, the professional, clinical focus of the proposed Psy.D. program is different than a Ph.D. program, which reduces the need for faculty to supervise individuals on research projects and faculty can instead focus on clinical training.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policy312) or, for "out of mission" program requests, the rationale for the request.

According to Regents Policy R312, Section 4.2, Southern Utah University is a Regional University. As such, SUU is expected to "provide career and technical education, undergraduate associate and baccalaureate programs and select master's degree programs to fill regional or state workforce demands." Moreover, regional universities also "emphasize teaching, scholarly, and creative achievements that complement teaching and community service" and "contributes to the quality of life and economic development at the local and state levels."

By offering a Psy.D. program in Clinical Psychology, SUU will fulfill this mission by educating license-eligible mental health workers in a variety of settings throughout the State of Utah (school counselors, therapists, clinical psychologists, and community mental health professionals). In addition to preparing students to enter the workforce and pursue meaningful careers, graduates from SUU's Psy.D. program can contribute in important ways to Utah's growing need for mental health workers. This serves an important need in the community, rural southern Utah, and the state.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

In the State of Utah (and the nation as a whole), the demand for professionals qualified to treat people

with mental health issues is far outpacing the supply, especially in rural areas. For example, David Levine writes that in the United States "nearly 1 in 5 people has some form of mental health condition" and that the "number of mental health care providers is barely holding steady" (<https://health.usnews.com/health-care/patient-advice/articles/2018-05-25/whats-the-answer-to-the-shortage-of-mental-health-care-providers>). Moreover, Levine reports that "More than half of U.S. counties have zero psychiatrists" and that about 111 million people live in areas that have a shortage of mental health professionals. The greatest impact of "underserved" populations are in rural areas.

In March 2018, the American Academy of Child and Adolescent Psychiatrists (AACAP) reported a total of 6 psychiatrists per 100,000 children in the State of Utah, with more critical shortages in both Washington and Iron Counties; the current ratio is grossly below the recommended ratio provided by mental health professional organizations (http://www.aacap.org/app_themes/aacap/docs/Advocacy/federal_and_state_initiatives/workforce/individual_state_maps/Utah%20workforce%20map.pdf).

With national health statistics suggesting nearly one in five adults having a diagnosable mental disorder within the past year, there are many people who cannot access the care they need. Further, those areas with the highest need also face the largest deficiencies in the number of providers. A paucity of qualified helping professionals exists in the southwestern area of the United States. A recent study conducted by the Association of American Medical Colleges predicted that within the next 6 years the nation will face a deficit of between 46,000 and 90,400 medical providers, with even more significant deficits among specialized practitioners in geriatrics and psychiatry being more acute (<https://physiciansnews.com/2015/03/11/significant-shortfall-of-physicians-projected-for-2025/>). Practitioners with Psy.D. qualifications can help fill the current and increasing void.

Mental health challenges are also found within college students. With 52,000 new students projected to attend USHE schools by 2025, the need for effective and available mental health services will only increase significantly (<https://higheredutah.org/ushe-expects-to-add-over-52000-students-by-2025-bucking-national-trend-of-declining-enrollments/>). Not only will USHE institutions be facing pressure from the sheer numbers of students they are expected to serve, if trends continue, the new students will have more and more significant mental health needs.

In 2018, the American College Health Association published an update to its National College Health Assessment. According to this publication, 41.9% of college students reported feeling "so depressed [within the previous 12 months] that it was difficult to function" (https://www.acha.org/documents/ncha/NCHA-II_Spring_2018_Reference_Group_Executive_Summary.pdf). Over 63% of these students felt "overwhelming anxiety" and 12% had seriously considered suicide.

Over the past decade, the State of Utah has tracked various mental health trends, including depression, substance abuse, and suicide. For the last several years, suicide has been documented as the leading cause of death among individuals ages 10-24, and the second leading cause of death among individuals ages 24-44 (<https://health.utah.gov/vipp/pdf/Suicide/youth-suicide-factsheet-12-14.pdf>). Sadly, these rates are climbing. Largely because of these skyrocketing suicide rates, during the 2017 Utah Legislative Session, the USHE endorsed H.C.R. 16 declaring mental health issues a "public health crisis at Utah higher education institutions" (<https://le.utah.gov/~2017/bills/hbillenr/HCR016.pdf>). The bill, signed by the Governor on March 20, 2017, "strongly urges state agencies, local health authorities, non-profit groups, and higher education entities to seek productive, long-term solutions to address this crisis." The establishment of a Psy.D. in Clinical Psychology at Southern Utah University directly meets this mandate.

While SUU's proposal for a Psy.D. is technically an "out of mission" proposal, this professional

doctorate does not compete with existing Ph.D. programs in the state and would serve as another avenue to prepare qualified and highly trained mental health specialists. By providing "career and technical education" designed to "fill regional or state workforce demands" graduate students at SUU would also be helping to ameliorate the need for mental health services in the immediate area. In essence, the proposed Psy.D. program would contribute a long-term solution to the current mental health crisis in Utah. Working closely with SUU's existing Counseling and Psychological Services (CAPS), along with community mental health agencies, supervised students in the Psy.D. program will be instrumental in providing much needed mental health services to underserved populations in rural southern Utah.

Several important considerations informed the decision to propose a Psy.D. program rather than a masters-level program in counseling or therapy.

The first important consideration involves accreditation. Doctoral programs in psychology are accredited by the American Psychological Association (APA). SUU's faculty in the Department of Psychology already possess the educational background to qualify for APA accreditation.

At present, the APA does not accredit masters-level programs. Instead, masters programs are accredited through other agencies, such as the Council on Social Work Education (CSWE), the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), or the Council for Accreditation of Counseling and Related Educational Programs (CACREP). To meet qualifications for any of these other accrediting agencies, SUU would be faced with the challenge of basically needing to develop a new department and hire new faculty with these specific types of degrees and qualifications.

Thus, SUU's proposal for an APA-accredited Psy.D. program will help train and develop sorely needed clinical psychologists capable of delivering comprehensive mental health services only they can provide, as part of a truly comprehensive, low-cost mental health treatment program to an underserved community, while helping address student needs in Utah. For this program SUU can build on existing resources, rather than constructing a new department offering masters-level program that cannot provide the specialized services most needed. For these reasons, SUU is proposing a practitioner-focused doctoral program in clinical psychology because it is more valuable than a master-level degree program in counseling, Social Work, or Marriage and Family Therapy.

Beyond these very important accreditation factors, the next three considerations also helped to inform SUU's decision to propose a Psy.D. program rather than a masters-level program. These three considerations are in direct response to the key challenges regarding rural mental health services. Rural mental health often faces the challenges of *accessibility, availability, and acceptability*.

First, in terms of *accessibility*, there is a significant need for specialized community mental health care in Southern Utah (Iron County and surrounding region). The proposed Psy.D. program at SUU helps to address WICHE's *accessibility* concern by creating greater service capacity.

Beginning in year two and continuing throughout the duration of their program, students in the proposed Psy.D. program will provide, under strict supervision, low-cost mental health, prevention, and assessment services to the SUU campus community, Iron County, and to the broader region. Presently, there is a 10-12-week wait list at SUU's campus-based Counseling and Psychological Services center. Similarly, most local therapists are operating at maximum capacity.

If approved, once SUU's Psy.D. program reaches capacity, there will be 40 student-practitioners at varying stages of their educational program delivering supervised comprehensive mental health

services to students on campus and residents in the region. This translates into 300 hours of mental health services per week, at no cost, or very low cost, to the client. These services equate to the workload of 8 or 9 full-time mental health professionals. The program will address the problem of *accessibility* of services as outlined by WICHE.

Second, in terms of *availability*, there is a severe lack of comprehensive mental health services in rural Southern Utah. WICHE identified two specific concerns with respect to availability: (1) "Specialty providers are highly unlikely to be available in rural areas" and (2) "Comprehensive services are often not available" to people living in rural and frontier locations. SUU's proposed Psy.D. program addresses both of these issues of *availability*, supplying both specialty providers and comprehensive services to populations in need, beyond what a master's degree can provide.

Because doctoral programs in psychology are grounded in empirical science, psychologists are trained in evidence-based therapeutic practice. Psychologists also specialize in mental health prevention, health promotion, program evaluation, suicide intervention and prevention, and other aspects of rural mental health. Psychologists are also solely credentialed by the State of Utah to conduct specialized assessments and psychological evaluations. These evaluations are a vital part of comprehensive mental health services largely unavailable in Southern Utah.

Various educational and governmental agencies rely upon these psychometric assessments to make determinations regarding educational support, disability, forensic decisions, neuropsychological status, Veteran's qualifications, and so on. Few individuals in Southern Utah have the ability to complete these required assessments, and they are not the purview of master's prepared counselors. In fact, according to recent data from the Division of Occupational and Professional Licensure (DOPL), there are 10 licensed psychologists in Iron County, 9 of whom are directly affiliated with SUU. Doctoral prepared psychologists are simply not available in rural and frontier areas of Southern Utah.

The expertise of SUU's current faculty and the design of the Psy.D. program will enable SUU to meet the need for psychological assessments of all ages along with mental health counseling in specialized areas including but not limited to: child-clinical mental health, adolescent, adult, and geriatric services. These unique specialty areas would become available in rural Southern Utah with the advent of SUU's Psy.D. program. Additionally, part of SUU's long-term plan is to create a multi-disciplinary team that could provide even more comprehensive services addressing the WICHE rural area challenge, thereby improving the *availability* of mental health services.

Finally, in terms of *acceptability*, within Utah acceptance rates into existing doctoral-level programs in psychology limit the number of students that can be served. In fact, student demand for doctoral-level training in clinical psychology is quite high. Based on data collected by existing doctoral programs in the region, between 2-8% of those students who apply for admission are eventually admitted to these programs, and even fewer students actually matriculate.

For example, according to data posted on Ph.D. program webpages for the 2018-2019 academic year, the University of Utah, 245 students applied and 6 were admitted (2.4%). At USU, 110 applied and 9 were admitted (8.2%). Outside of Utah, the acceptance rates are similar: at the University of Wyoming, 169 applied and 7 were admitted (4.1%); at Idaho State University, 100 applied and 6 were admitted (6%); and at UNLV, 110 applied and 8 were admitted (7.2%). Likewise, the national average, as reported by the American Psychological Association is 12% acceptance, and this includes data from high-volume, private, expensive, for-profit schools who admit dozens and dozens of students each year (with completion rates that are unimpressive). Clearly, there is demand (both regionally and nationally) for students seeking doctoral-level training programs in psychology, and SUU's proposed Psy.D. program can help to serve those students not accepted into other programs.

For all of these reasons (accreditation, accessibility, availability, and acceptability), SUU is proposing a Psy.D. program in clinical psychology rather than a masters-level counseling or therapy program.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

There are currently 10 licensed psychologists in Iron County, nine of whom work for Southern Utah University. A total of 42 licensed psychologists work in the five counties immediately surrounding Southern Utah University (Beaver, Garfield, Iron, Kane, and Washington). The American Psychological Association reports a national average of 33.9 psychologists per 100,000 population in the U.S., with Utah having approximately 32 per 100,000 and neighboring states of Nevada and Arizona having less than 25 per 100,000 (<https://www.apa.org/monitor/2014/06/datapoint>). However, based on the Utah Division of Occupational and Professional Licensing records, there are only 18 per 100,000 in Southwest Utah.

According to the national Occupational Outlook Handbook, 2018 median pay for psychologists is \$77,010 per year with a 14% expected job growth rate ("Faster than average") from 2016-2026 (<https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm>). In Utah, the Department of Workforce Services reported a statewide median salary of \$69,010 and is expected to grow "much faster than average employment growth." DWS estimates 110 average annual job openings.

In discussion with Carrie Mayne, Associate Commissioner for Workforce and Institutional Research at USHE, an additional job-market analysis report was created that would potentially reflect labor demands. Using the Standard Occupational Classification (SOC) title of "Clinical, Counseling, and School Psychologists," which often requires the Educational Value of "Doctoral or Professional Degree," a number of positives along with some concerns were identified. The positives include that this SOC title is classified as a 5-star rated occupation (i.e., the highest possible rating), is projected to have an annual growth rate of 3.10% (which is slightly above average of the statewide occupational growth rate of 2.9%), and the median annual wage in 2017 was \$69,010.

In spite of these positives, concerns were expressed related to (a) the softer job market, reflected in only 38 job posted across the state over the last 120 days with only one of these positions being posted in Iron County, (b) the median salary for this doctoral degree being significantly below the \$93,779 median salary for all doctoral and professional occupations in the state, and (c) the job growth rate growing slightly faster (3.85%) for related-occupations that do not require a doctoral-level degree than occupations requiring a doctoral degree (3.10%).

(a) Rather than a softer job market, another interpretation of the limited job postings in the last 120 days could be that at the organizational level, facilities which would hire doctoral level clinicians are lacking or non-existent in rural environments. Urban environments, in contrast, would be more likely to have several doctoral-level clinicians working under the same administrative structure. Relatedly, many (if not most) doctoral-level clinicians begin private practice as an entrepreneurial endeavor, and job posting would not reflect the need for clinicians who start an individual, private practice. Again, large organizations of clinicians are less likely to exist in rural areas, and limited job postings will most likely reflect this limited structure.

(b) Other doctoral and professional occupations in the state (e.g., medical doctors, attorneys,

engineers) most likely have higher median salaries than for the SOC classification of "Clinical, Counseling, and School Psychologists," given a variety of cultural reasons. However, some factors which may pragmatically contribute to a lower median salary for this SOC classification group may involve (i) the prevalence of full-time, post-doctoral internships which individuals may complete for a reduced salary in order to complete internship hours, and (ii) the likelihood of a larger number of individuals being hired with these SOC titles (e.g., counselor) without doctoral degrees compared to other professions (e.g., medical doctor). Although data are not available to address these items due to level of specificity, these explanations are possible contributors to the numbers reported.

(c) Job growth with less than doctoral-level training does seem to be projected to grow at a rate slightly faster rate than doctoral-level training. However, currently in the state of Utah only the University of Utah and Utah State University offer public, doctoral-level training in this SOC classification. A number of public universities already offer master's level and baccalaureate training, and the Psy.D. will help address the increased growth at a doctorate level. In addition, both the salary and the ability to practice in a variety of settings will be greater with this doctoral-level training.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

According to the American Psychological Association's 2018 Graduate Study in Psychology Summary Report, the subfield of clinical psychology receives the highest number of graduate applications nationwide of any psychological subfield. The total number of applications in clinical psychology for doctoral programs was 39,781 (with 12.1% acceptance rate), and the total number of applications master's programs was 3,085 (with a 31.4% acceptance rate) (<https://www.apa.org/education/grad/survey-data/2018-admissions-applications.pdf>). The proposed Psy.D. program would appeal to students who seek a graduate-level program in psychology, with the vast majority seeking a clinical psychology degree.

The three closest clinical psychology Psy.D. programs are the University of Denver in Colorado (480 applied/70 accepted), Midwestern University in Arizona (71 applied/27 accepted), and Argosy University, also in Arizona (83 applied/40 accepted). The APA's 2018 Graduate Study in Psychology Summary Report indicates a similar pattern of application and acceptance rates.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

At this time, no Psy.D. programs are offered anywhere in within USHE or the State of Utah. Two Psy.D. programs exist in Arizona and one program exists in Colorado. The other intermountain states of Montana, Idaho, Wyoming, Nevada, and New Mexico do not offer a Psy.D. program.

The most similar programs that exist in USHE as well as the State of Utah are research-based Ph.D. programs in Clinical Psychology. These programs exist at the University of Utah, Brigham Young University, and Utah State University. However, these programs emphasize preparation for research-related activities in addition to mental health practice, whereas the proposed Psy.D. program at SUU emphasizes professional training for mental health practice. Given the difference in emphasis and employment intent between the Ph.D. and Psy.D. programs, it is unlikely that SUU would be competing with these other institutions for the same students. In addition, the acceptance rates are

extremely competitive at all of these universities for the Ph.D. in Clinical Psychology: University of Utah (309 applied/8 accepted), Utah State University (110 applied/11 accepted), and BYU (37 applied/9 accepted). Even if prospective students applied to more than one doctoral program of clinical psychology in the State of Utah, it is unlikely that SUU's proposed Psy.D. program would impact the large application numbers in these highly selective programs at these institutions.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in highereducation.utah.gov/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

Currently, no Psy.D. programs exist in the state of Utah. Although the proposed Psy.D. program is considered a doctorate degree, it is a doctorate degree designed to train mental health professionals to practice in the field rather than engage in research endeavors. Furthermore, research-focused universities such as the University of Utah and Utah State University typically do not carry Psy.D. programs, with a few exceptions. Regional universities and non-research-focused universities (e.g., University of Denver, James Madison University) more commonly house Psy.D. programs given the applied nature of the program.

Although the Psy.D. program is fully capable of being developed and supported by SUU and the Department of Psychology, a good-faith effort was made by reaching out to the heads of the psychology departments at both Utah State University and the University of Utah to inquire about the possibility of collaboration on the Psy.D. program. The following response summarizes the outcome of this discussion from USU and was approved via email by the Department Head at USU:

"In reaching out to the Department Chair of Psychology at Utah State University to discuss the possibility of a collaborative Psy.D. program, it was determined that the structure of a program-level collaboration between the universities would be rather unclear. In part, the proposed Psy.D. program would most likely differ too significantly from the existing Ph.D. program in Combined Clinical/ Counseling offered at USU to warrant this type of collaboration. These differences between programs would potentially create an unnecessarily complicated and potentially inefficient program structure in addition to creating further delay. However, if a Psy.D. program is approved at SUU, both USU and SUU are open to discussions of supportive collaboration on more peripheral details of these two programs."

The Department Chair of Psychology at the University of Utah quickly replied to the collaboration inquiry email and forwarded this information on to the Director of Clinical Training. No further communication regarding collaboration has been received from the Psychology Department at the University of Utah since this initial email on 01/22/2020. However, the Director of Clinical Training (DCT) at the University of Utah did previously respond to the R401 proposal, and these items were addressed through a written response.

Because the proposed Psy.D. program will also involve a heavy emphasis on practicums and internships, students would be working in the immediate community and surrounding areas (and on the SUU campus) while enrolled in the program. Not only do these opportunities better prepare students for working in the field upon graduation, it also helps address mental health needs in the state of Utah, especially rural southern Utah. By having supervised practicum placements and supervised internships as part of the required coursework, underserved populations can access mental health treatment in more affordable ways than by seeking treatment from licensed psychologists.

Further, it is anticipated that through offering these internships and practicums a portion of the students will make connections in the community and upon graduation and continue working in the area in both established agencies and in new private practices.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The Department of Psychology at SUU will pursue accreditation from the American Psychological Association Commission on Accreditation (APA-CoA), which is recognized as the national accrediting authority for training and education in psychology by the U.S. Department of Education and the Council for Higher Education Accreditation. The APA-CoA has established guidelines for accreditation of Health Service Psychology programs, which includes a Psy.D. in Clinical Psychology. APA-CoA accreditation is the top standard in the field and graduation from an APA accredited program meets the primary degree requirement for licensure as a psychologist in all 50 states, though some states may also require additional specialized training in particular issues. As the APA-CoA only offers accreditation for doctoral degree programs, and not master's programs, this APA accreditation will provide graduates with an additional marketable designation upon completion of their degree.

Proposed Timeline of Accreditation:

Fall 2019-Spring 2022	Working on APA self-study (accreditation application document)
Fall 2021	1st cohort of students begins study
Summer 2022	Declare "Intent to Apply" status with APA
Fall 2022	2nd cohort begins, 1st cohort completed first practicum
Summer 2025	Apply for Accreditation, on Contingency with APA
Summer 2025	First cohort on internship
Spring 2026	APA site visit, recommendation by site visit within 30 days.
Summer 2028	Apply for full accreditation (with proximal and distal data).

One-time fees for accreditation applications:

\$1,000	Intent to Apply Declaration
\$2,500	Accreditation, on Contingency
\$3,750	Full Accreditation Status
\$6,000	Site visit

Annual fees:

Accredited, on Contingency Status:

\$2,500	year 1
\$3,000	year 2
\$3,500	year 3
\$3,750	year 4+

Fees associated with full accreditation status would be \$3,750 per year (1-50 total students) or \$4,250 per year (51+ total students). Total fees associated with accreditation under this timetable would be

\$19,750. In subsequent years, fees associated with accreditation would be \$3,750 or \$4,250 per year for annual accreditation fees.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

To earn a Psy.D. at Southern Utah University, students must complete a minimum of 115 credits of coursework, pass the 3rd year comprehensive exam (oral and written components), complete a comprehensive professional project, and complete a 12-month (2,000 hour) clinical internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC). Prior to applying for internships, students must have completed the comprehensive exam and have successfully proposed the professional project.

Students are expected to be able to complete the program in 4 years of course work at SUU and an internship during the 5th year. Graduating students will be prepared to begin entry-level work as a psychological practitioner, including being prepared to pass the Examination for the Professional Practice of Psychology (EPPP) and appropriate state jurisprudence and/or ethics exams.

Admission Requirements

List admission requirements specific to the proposed program.

In keeping with the mission of Southern Utah University, the Psy.D. program seeks students who want to engage in experiential education to grow personally, develop civic responsibility, and strive for professional excellence. The program is best suited for students whose professional goals include developing competency as general practitioners, providing therapy and assessment services particularly to rural and underserved populations.

Competitive applicants to the program will need to demonstrate a variety of skills, namely performing well academically, having successful clinical and/or research experience, and demonstrating professional and effective interpersonal relationships, as well as demonstrating a passion for work as a mental health practitioner.

Application Materials:

- An Application for Admission
- Cover letter stating the applicant's reasons for pursuing work in Clinical Psychology and how the SUU Psy.D. program connects with their professional goals
- A current Curriculum Vitae
- Three letters of reference. Letters should address the applicant's capacity for academic success at the graduate level and abilities as they relate to past experience in helping professions and the applicant's capacity for future clinical work.
- Official transcripts from all colleges or universities. Applicants should include all transcripts from every higher education institution ever attended. All applicants at a minimum must have earned a Bachelor's degree from a regionally accredited institution.
- Grade Point Average (GPA): A minimum undergraduate GPA of 3.3 is required for consideration.

- A minimum grade of B in the following undergraduate or graduate courses from an appropriately accredited institution:
 - Statistics in Psychology or Behavioral Sciences, Research Methods/ Design, and Abnormal Psychology.
 - At least one course in at least three of the following domains: Developmental Psychology, Biological Aspects of Behavior, Affective Aspects of Behavior, Cognitive Aspects of Behavior, Social Aspects of Behavior, and History and Systems.
- Graduate Record Examination Scores; General (Aptitude).

All tests must have been taken within five years prior to admission. Applicants who have not earned a Bachelor's or Master's degree in Psychology will also need to submit scores for the GRE subtest in Psychology.

As part of the selection process, applicants may be invited to submit additional written components including technical writing pertaining to specific topics relevant to clinical psychology. Applicants may also be invited for live interviews, conducted in-person or via online video calling service, depending on applicant availability.

The Psy.D. program seeks a diverse applicant pool. SUU welcomes applications from under-represented ethnic minorities, women, LGBTQIA+, applicants with disabilities, first-generation college graduates, veterans, and non-traditional students.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

The Department of Psychology at SUU is positioned to offer a Psy.D. and has enthusiastic support from university administration and the Board of Trustees. Existing faculty in the department have the appropriate educational background and extensive experience as clinical practitioners. In response to enrollment growth in the undergraduate psychology program, the university has already authorized the addition of two new tenure-track faculty with clinical training and experience beginning Fall 2019. In addition to responding to undergraduate enrollment growth, the addition of these two faculty members will contribute to the Psy.D. program. Specifically, this will occur through increased opportunities for student mentoring and expanded course offerings.

If approved, the proposed Psy.D. program in clinical psychology will identify two key administrative appointments: (1) a Director of Clinical Training and (2) a Practicum/Internship Supervisor. The appointment of Director of Clinical Training and the Practicum/Internship Supervisor will be selected from the existing tenured faculty within the department. Each of these roles is important to the

successful function of the program. The Director of Clinical Training will be responsible for assuring an initial accreditation and maintaining accreditation. Further, this person will provide leadership in combined efforts to develop and maintain the graduate curriculum and provide leadership in a manner similar (though hierarchically subordinate) to the department chair. The Practicum/Internship Supervisor, under the direction of the Director of Clinical Training will coordinate practicum experiences and internship opportunities.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

All faculty in the SUU Psychology department can contribute to the development and activities of this proposed Psy.D. program. Among the department faculty, there are three licensed clinical psychologists and one licensed counseling psychologist. Further, during the past academic year (2018-19) two additional tenure-track faculty were hired who will be license eligible (or licensed) prior to the implementation of this program.

Psychology department faculty who are not license eligible will contribute to the Psy.D. program in a variety of ways. For example, they can teach the majority of the undergraduate courses, they can teach specialized graduate courses, and they can assist qualified graduate students who might teach undergraduate courses. To properly scale potential growth in the Psy.D. program, with each successive cohort of graduate students, the department could hire an additional two full-time faculty per year, the majority of whom would be license eligible.

The department will identify a Director of Clinical Training and a Practicum/Internship Supervisor. Along with the Department Chair, these two individuals will meet regularly to address administrative matters. These three individuals along with five full-time licensed faculty and two non-licensed faculty will form the Clinical Training Committee. This committee will meet on a regular basis. Two student representatives will be invited to attend the Clinical Training Committee meetings to address, but not vote on, the different issues discussed. The student representatives will be excluded from these meetings when addressing issues associated with other students, faculty performance, or any other issues where privacy and confidentiality are major considerations.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

In addition to the Department Chair, the Director of Clinical Training, and the Practicum/Internship Supervisor, the department also has one full-time administrative assistant and 3-4 part-time student administrative assistants.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be assigned to a professional training committee chairperson upon admission to the program. Students will then organize their advisement committees (a chairperson plus two faculty members) no later than the end of their first semester. In the construction of the student's advisement committee, only a licensed clinical or licensed counseling faculty member can serve as the committee

chair.

During the first semester in the program, the student will consult with the professional training committee chair in order to select two other members of the committee. These members will generally remain as permanent members of the student's committee until the student completes the program. In setting up a committee, the student will give thought primarily to the faculty members' interests and areas of expertise. If students desires to change the composition of their original committee, it is possible to do so by securing the agreement of the new chairperson or member(s) to serve on the committee, informing the committee member(s) being replaced, and submitting the request to the Director of Clinical Training.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The Sherratt Library at SUU maintains and/or subscribes to the majority of the highest-ranked and cited journals within psychology, including those journals specific to clinical and counseling psychology. Through an extensive collaborative network in USHE and a nationwide inter-library loan system, the Library has access to an ever-widening range of more specialized topical or specialty journals. The Library also provides students access to PsychINFO and Psychnet, which are the primary academic databases. Likewise, the Library has, or has access to, thousands of recent monographs and texts (using 24 psychologically relevant categories) critical to the educational success of Psy.D. students.

The Library provides access to several research rooms and updates and maintains access to the Mental Measurements Database/Yearbook (which provides the psychometric properties of over 10,000 psychological tests). Finally, the library provides tutoring on APA writing and formatting. To accommodate the increased demand on already existing resources, some additional financial support may be allocated in the proposed annual budget.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

Currently, the department is in the process creating a formalized system of evaluating specific program outcomes in accordance with the APA Standards of Accreditation (SoA), including processes for internal and external program evaluations. Like comparable programs, the department will collect and evaluate data from specific metrics tied closely to the Psy.D. program's learning goals and objectives. In addition to ongoing assessment of program outcomes, feedback from current students and alumni concerning their experience will be collected and scrutinized. An overview of the program's three primary goals and metrics is presented below. Because these program goals are student-centric they will be further elucidated in the **Student Standards of Performance** section.

SUU Psy.D. Program Goals:

At the conclusion of the Psy.D. program, all successful students will have:

1. *Demonstrated mastery of essential content knowledge pertaining to clinical psychology.*

This will be assessed through a “comprehensive exam” comprised of two components. One component will assess the student's skill in diagnostic assessment. This component will occur during the student's third year. A second component will examine the student's approach to psychotherapy and theory of change in clients. This component will occur toward the end of the student's third year.

The **Student Standards of Performance** section provides additional details.

2. *Demonstrated proficiency of professional skills and competencies utilized in the practice of clinical psychology.*

This will be assessed through completion of 1) a predoctoral internship and 2) the passing a national licensure examination. These are each detailed in the **Student Standards of Performance** section

3. *Demonstrated knowledge of, and commitment to, the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct*

This will be assessed by evaluating 1) student pass rates of appropriate ethics or jurisprudence examinations in their respective licensing jurisdictions, 2) student performance in Ethics, Law, and Professional Issues class, and 3) monitoring data concerning practicum/internship supervisor evaluations of students concerning maintaining ethical standards.

In addition to evaluating the three program goals, the department will further evaluate the program by evaluating the quality of each course, each instructor, the quality of clinical rotations and associated supervision, and overall student satisfaction with the program.

Ongoing, formative assessment will occur at semester intervals, annual intervals, and at post-graduation intervals.

Specifically, every semester, students can evaluate every course they complete using our University's **Student Evaluation of Instruction** system. This is a standard course evaluation program. During the semesters in which students participate in a clinical placement, they can also complete the **Student Clinical Placement Survey** which assesses their experience and learning in their clinical placement.

Annually, students can assess the Psy.D. program by completing the **Student Psy.D. Program Survey**. This survey will assess students' perceptions of the program.

After every clinical rotation, practicum supervisors will evaluate their supervisees (Psy.D. students) using the **Supervisor Evaluation of Practicum Student** form. This form is used to assess students on key learning features of their practicum experiences.

Annually, the faculty will analyze student progress and outcome data to identify areas of strength and weakness within the program. Data collected will be used to adjust the curriculum, update training

practices, refine strategies for recruitment and retention of students, and attract qualified faculty. The data collected will also be used to examine previously implemented adjustments and modifications to the program.

At two points post-graduation, alumni of the Psy. D. program can complete the **Alumni Survey**. This assessment will be conducted at 2 years and 5 years post-graduation. This survey is used to assess licensure status, current employment status, and a retrospective evaluation of elements of the program.

Lastly, the department will track graduation/attrition rates. Any student who does not finish the program will be asked to complete the **Graduate Program Termination Survey** to identify potential areas of concern for the program and possible areas that may need correction. This process of program evaluation presented above is consistent with the requirements for accreditation and program evaluation as set forth by the American Psychological Association.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

At its core, the purpose of graduate training in a Psy.D. program is to develop clinical competencies. The clinical competencies developed by a graduate of the program help to facilitate successful diagnosis and treatment of individuals with mental health issues. Each graduate of the Psy.D. program will develop the required competencies identified by the profession and specified in the APA's Standards of Accreditation.

Multiple assessments using a variety of metrics and methods will be employed to assess students' standards of performance and their development and mastery of clinical competencies. For example, each semester, students will meet individually with a member of their professional training committee (described in the Student Advisement section, previously) to review clinical competencies, clinical skills, and relevant progress towards graduation. In this meeting, students will also document knowledge acquired in the previous semester that relates to clinical competencies.

Another example of a performance check will be evaluation of students' clinical rotation assessments. After each clinical rotation, clinical supervisors will complete an evaluation survey to assess the strengths and weaknesses of the students they supervise. The data from the evaluation will be communicated and shared with the students and with their professional training committee chair.

Further, students will be formally assessed and evaluated on progress towards and successful completion of the Psy.D. program goals. Assessment will be performed through course examinations and evaluation will be measured through performance on a oral and written comprehensive examinations. At a minimum, the comprehensive examinations will include a competency examination of the students' capacity to demonstrate accurate clinical assessment of a case/client. Comprehensive examinations will also be used to evaluate mastery (or lack of mastery) of theoretical knowledge and therapeutic processes related to clinical psychology.

Students who do not successfully demonstrate an appropriate progress towards or mastery of clinical competencies will be given remedial guidance or be excused from the program.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
				General Education Credit Hour Sub-Total
Required Courses				
+ -	6100	X	Ethics, Law, and Professional Practices	3
+ -	6250	X	Applied Assessment (Intellectual and Cognitive Testing)	3
+ -	6255	X	Applied Assessment (Personality and Psychopathology)	3
+ -	6300	X	Foundations of Psychotherapy I	3
+ -	6310	X	Foundations of Psychotherapy II	3
+ -	6320	X	Foundations of Psychotherapy III (Third-wave)	3
+ -	6400	X	Advanced Social Psychology	3
+ -	6450	X	Psychopathology	3
+ -	6470	X	Emotion and Motivation	3
+ -	6500	X	Clinical Practicum (repeatable)	3
+ -	6600	X	Research Methods	3
+ -	6610	X	Human Development Through the Lifespan	3
+ -	6620	X	Multicultural Perspectives and Interventions	3
+ -	6630	X	Child Psychopathology and Assessment	3
+ -	6700	X	Statistics I	3
+ -	6705	X	Statistics II	3
+ -	6710	X	Psychometrics	3
+ -	6800	X	Research Practicum	3
+ -	7010	X	Program Evaluation	3
+ -	7100	X	Memory and Cognition	3
+ -	7200	X	History and Systems	3
+ -	7250	X	Group Interventions	3
+ -	7300	X	Neuropharmacology	3
+ -	7350	X	Child Interventions	3
+ -	7400	X	Clinical Neuropsychology	3
+ -	7450	X	Biological Bases of Behavior	3
+ -	7900	X	Supervision and Consultation	3
+ -	7901	X	Advanced Ethics & Internship Prep	1
+ -	7905	X	Comprehensive Professional Project (variable hours; repeatable)	1
+ -	7990	X	Pre-Doctoral Internship (Repeatable)	1
Choose _____ of the following courses:				
+ -				
+ -				

	Course Number	NEW Course	Course Title	Credit Hours
Required Course Credit Hour Sub-Total				84
Elective Courses				
+	-			
Elective Credit Hour Sub-Total				
Core Curriculum Credit Hour Sub-Total				84

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The minimum credit hours a student needs to complete this program is 115. Eighty-four credits are listed in the above table and include some courses which must be repeated in certain semesters. Participation in these courses (including the repeatable courses) allow students to earn the required minimum hours (115) to successfully complete this program. In a student's first year, for example, PSY 6500: Clinical Practicum should be taken in the spring and summer semesters. Given the nature of this professional program, PSY 6500: Clinical Practicum is also taken most semesters until students enter their Pre-Doctoral Internship. Most students will take approximately 24 to 27 credit hours of clinical practicum over the course of their program.

During students' second through fourth years, a combination of practical content and theoretical content courses are completed. Summer semesters are included in the course of study. During students' fifth year (if qualified), students enroll in the PSY 7990: Pre-Doctoral Internship course which is repeated each semester during the internship year (fall, spring, and summer semesters), totaling three additional credit hours.

Finally, the development of elective courses (not listed above) will occur as the program reaches capacity with faculty and students. Addition of elective course will be based on departmental resources, faculty specialization, and student demand. Possible electives include Positive Psychology Interventions, Clinical Health Interventions, Gerontology, Career Development, and Assessment and Intervention.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
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Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		4		Terminal Degree	75
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time			1	Bachelor's Degree	100
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	438	468	478	508	528	548
# of Majors in Proposed Program(s)	////	10	20	30	40	50
# of Graduates from Department	68	78	88	98	108	128
# Graduates in New Program(s)	////	0	0	0	0	10
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,076,163	\$307,002	\$500,095	\$713,888		
Operating Expenses (equipment, travel, resources)	\$77,815	\$85,000	\$100,000	\$115,000		
Other:						
TOTAL PROGRAM EXPENSES	////	\$392,002	\$600,095	\$828,888		
TOTAL EXPENSES	\$1,153,978	\$1,545,980	\$1,754,073	\$1,982,866		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$1,065,624	\$380,000	\$380,000	\$380,000		
Special Legislative Appropriation						
Grants and Contracts	\$24,602					
Special Fees	\$64,181		\$8,438	\$16,875		
Tuition		\$74,448	\$148,896	\$223,344		
Differential Tuition (requires Regents approval)		\$69,552	\$139,104	\$208,656		
PROPOSED PROGRAM FUNDING	////	\$524,000	\$676,438	\$828,875		
TOTAL DEPARTMENT FUNDING	\$1,154,407	\$1,678,407	\$1,830,845	\$1,983,282		
Difference						
Funding - Expense	\$429	\$132,427	\$76,772	\$416		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Year Preceding Implementation:

Initial expenses (\$380,000) associated with the new program in the first year will involve campus renovations and faculty and staff compensation and benefits related to ongoing program development. The campus renovations are required to add additional faculty offices, lab spaces, and clinic spaces to provide counseling to community members through practicum courses and other graduate coursework. The faculty and staff compensation requested will be used for adding a new administrative assistant related to the program, compensation for additional summer work and course reassignments of full-time faculty in the regular semester, and compensation to cover these courses through the hiring of adjuncts.

Year 1-5 of the New Program:

During years 1-5 of the development of the new program, the ongoing requested state-appropriations will transition primarily from program development expenses to additions in faculty, administrator, and staff compensation. By the end of these five years, this compensation will involve the addition of an administrator position of director of clinical training, approximately six, new full-time equivalent faculty members, and a full-time administrative assistant. Funding will also be required to compensate graduate-level faculty over the summer as the degree plan involves the offering of courses over the summer. Additional funding related to the establishment of the American Psychological Association accreditation is also included to cover expenses and fees related to outgoing and incoming site visits (i.e., travel) and accreditation fees. Additional funding will also be provided to the campus library given the additional resources required for a graduate level program.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Internal reallocation of resources will primarily come in the form of workload adjustments to current faculty and staff until new faculty have been hired. Course reassignments will be made for some full-time faculty in order to continue helping with the development of the program over the first few years. These course reassignments will be filled with adjunct faculty, and the expenses associated with these reassignments and adjunct courses have been included in the program expenses.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

There will be multiple funding sources for this program. Initially funds will be drawn from budgetary requests (i. e., state appropriated funds). These ongoing funds are part of the fiscal year 2020 legislative request. The second, and ongoing, revenue source will come from tuition. Given the specialized nature of this program, a substantially higher tuition structure will be applied to students enrolled in this program (a separate differential tuition proposal will be submitted through the Commissioner's Office and to the Regents). A third funding source is from grants and contracts (if approved, those opportunities will be investigated during implementation and beyond).



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB M

October 30, 2020

Statewide Attainment Goal

In the 2018 Legislative Session, [H.B. 300, Higher Education Modifications](#), created the Higher Education Strategic Planning Commission. To achieve their goals, the commission created a workgroup in January 2020, headed by the Office of the Commissioner, to propose a new statewide educational attainment goal informed by forecasts of the future economic and workforce needs of the state.

The workgroup, consisting of representatives from higher education institutions, industry, the Governor's Office, and other government agencies, met to discuss the lessons learned from the previous attainment goal, how to shape an attainment goal to guide institutions in the direction of Utah's changing workforce needs, and the appropriate data needed to measure progress toward the goal.

Using the input of the workgroup, USHE's Institutional Research staff identified potential measures to reflect the guidance of the workgroup. Historical data for the measures were studied, and forecasts were created to understand the potential trajectory of the measures, given static conditions in the next ten years. Forecasts were then used to identify potential stretch goals for the measures. The potential measures and goals are being shared with the commission for input. Once the measures are approved, USHE will work with its institutions to develop institution-level goals that will aggregate to the statewide goals.

The draft attainment measures and proposed ten-year goals will be presented during the Board meeting on October 30.

Commissioner's Recommendation

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



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB N

October 30, 2020

Utah Board of Higher Education Strategic Plan Draft

In accordance with [S.B. 111, *Higher Education Amendments*](#), passed during the 2020 Utah Legislative Session, the Office of the Commissioner drafted a System mission and vision, as well as priorities and values and principles, to guide the Board in developing a five-year strategic plan.

The systemwide strategy will emphasize legislatively outlined areas of focus, including:

- quality;
- affordability;
- educational opportunity, access, equity, and completion;
- workforce alignment and preparation for high-quality jobs; and
- economic growth.

Drafted System priorities include:

- Access
- Completion
- Affordability
- Workforce Alignment & Economic Impact

After the Board approves the priorities for the System, the draft will go to each standing Board committee to develop and finalize System goals and the strategies, tactics, and resources needed to reach them.

Commissioner's Recommendation

The Commissioner recommends that the Board review and approve the System priorities outlined in the Board's draft strategic plan.

Attachments:

Utah Board of Higher Education Strategic Plan

Our Mission

The Utah Board of Higher Education governs and supports the Utah System of Higher Education to equitably provide accessible, valuable, innovative, and affordable higher education for students to expand their economic mobility, enhance their cultural awareness, and improve their overall quality of life.

Our Vision

The Board will ensure the System provides every Utahn — in every place and every circumstance — an affordable certificate or degree at a USHE institution that will meaningfully improve their lives through economic opportunity, civic engagement, and personal fulfillment.

Our Guiding Values and Principles

The Utah Board of Higher Education is:

- **Student-Centered**
- **Equity Focused**
- **Transparent, Ethical, and Accountable:**
- **Outcome and Data-Driven**
- **Collaborative**
- **Innovative**

Strategic Priorities

Access:

All students have equitable access to higher education regardless of socio-economic background.

Potential Goals

- Increase the college-going rate of underrepresented groups by %% by 2025.

Potential Strategies

- Define underrepresented student groups and develop an accompanying measurable data structure.
- Fully implement a statewide student identifier to measure students in P-20.
- Place a college access advisor in every high school in the state.
- Adopt Keys to Success as the statewide college readiness platform.
- Develop a statewide network of K-16 alliances to support the Board's higher education access goals.
- Direct institutions to set individual goals to reduce gaps in the Concurrent Enrollment participation rate of underrepresented students.
- Partner with USBE and DWS to expand access to higher education opportunities for adult learners.
- Implement a statewide policy on corequisite remediation and alternative admission criteria.

Completion:

All students who enter the Utah System of Higher Education earn a certificate or degree in a timely manner.

Potential Goals

- Increase timely completion of all students by %% by 2025.
- Increase timely completion of underrepresented students by %% 2025.

Potential Strategies

- Define underrepresented student groups and develop an accompanying measurable data structure.
- Define a methodology for measuring timely completion.
- Direct institutions to structure programs which guide students through meaningful milestones toward timely completion.

- Establish clear transfer pathways and earned-credit options.
- Incentivize institutions to increase the completion rates of their students through performance funding or other methods.
- Revise/implement systemwide student affairs policies in the areas of student safety, academic advising, and career advising.

Affordability:

Cost of attendance should not be a barrier to accessing or completing a certificate or degree. Affordability is the ability of a Utah student to cover the cost of attendance at a USHE institution utilizing a combination of financial aid and other resources.

Potential Goals

- Develop an expanded standard of affordability by (date).
- Ensure institutional cost of attendance remains within the standard of affordability year over year.

Potential Strategies

- Revise or repeal policies that inhibit unnecessary growth in tuition and fees.
- Develop standardized financial data and definitions including cost of attendance.
- Identify and remove affordability barriers for Utah students.
- Provide equitable financial aid opportunities by prioritizing resources to need-based programs.
- Identify and implement shared services that will have the greatest impact on increasing institutional efficiency.

Workforce Alignment & Economic Impact:

Utah System of Higher Education graduates receive degrees and certificates that deliver a positive return on investment, long-term economic mobility, and enhance the quality of life for individuals and communities.

Potential Goals

- Increase completion rate of graduates in high-demand, high-wage programs by %% by 2025.
- Increase completion rate of underrepresented populations in programs aligned with high-wage, high-demand jobs by %% by 2025.
- Place %% or more graduates into high-wage, high-demand jobs by 2025.

Potential Strategies

- Review existing programs for a positive return on investment and completion rates.
- Create a systemwide framework for transcribing prior knowledge, skill, and experience acquisition.
- Eliminate unnecessary duplication of programs.
- Direct institutions to expand programs that lead to high-demand high-wage jobs.
- Refine program approval and review processes to increase alignment with workforce needs.
- Advise students to pathways that result in high-wage, high-demand jobs.
- Train and support Utah college access advisors.
- Deliver job demand and wage prospect data and guidance through Utah college access advisors and Keys to Success.
- Direct institutions to expand work-based learning into all suitable degree and certificate programs.
- Expand “some college, no degree” programming to re-engage adult learners.

DRAFT



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB O

October 30, 2020

Board of Higher Education Innovation Taskforce

Over the past decade, several national institutions of higher education have made dramatic shifts in their approach to offering education options, particularly in the area of online education. For example, Western Governor's University, Arizona State University, and BYU Pathways have dramatically expanded reduced-cost online courses and degrees available to students throughout the country. But beyond offering online degrees, these organizations have embraced innovative instruction models, including competency-based education, prior learning assessments, and unbundled instruction responsibilities.

Institutions within the Utah System of Higher Education have long offered online programming options for their respective students, but they are often working independently, sometimes duplicating courses and programs, and recreating content and curriculum that already exists at other USHE institutions. And while USHE institutions have developed exceptional online offerings individually, there is remarkable opportunity for innovation at a system level, leveraging the expertise and resources of all 16 institutions together to provide a new model for online instruction and beyond.

Several institution presidents have approached the Commissioner's office with ideas and expressed an urgent need to begin collaborating to find innovative solutions for the future of higher education. The Board should create a task force of presidents, Commissioner's staff, and System experts to begin identifying opportunities and laying the groundwork for moving new initiatives forward.

Commissioner's Recommendations

The Commissioner recommends the Board establish an innovation task force to begin exploring and developing systemwide innovations in online education and other areas of high potential.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB P

October 30, 2020

Utah College Advising Corps Program Expansion

It is proposed that program funds from the Utah Higher Education Assistance Authority be transferred to the Commissioner's office to expand the Utah College Advising Corps program under the joint direction of the Commissioner's office and the University of Utah. The funds—\$2 million per year for the next three years—will allow the UCAC program to expand to a total of 55-65 Utah high schools for the 2021-22, 2022-23, and 2023-24 academic years.

Expansion of the UCAC program is a major component of a broader K-16 strategy with the Utah Board of Higher Education that will fundamentally change how Utah's high school students access postsecondary education and systematically remove barriers to access for first-generation and underrepresented students. This expansion also aligns with the longstanding efforts and mission of the Utah Higher Education Assistance Authority to inform K-12 students and parents of their financial aid opportunities for college.

College access advisors support high school students as they embark on their path to postsecondary education, whether that path leads to a technical college or degree-granting institution. The UCAC program places a recent college graduate full-time in partner high schools, with a dual reporting line to an on-site school counselor and the UCAC program office. College access advisors help students determine possible future careers, guide them through institution admissions and financial aid applications, and connect them to their receiving postsecondary institution. The UCAC program is part of the National College Advising Corps. It has been housed at the University of Utah since 2007 and has a proven success record in increasing postsecondary participation rates, particularly of first-generation students.

Commissioner's Recommendation

The Commissioner recommends that the Utah Board of Higher Education approve the transfer of \$2 million per year for three years from the Utah Higher Education Assistance Authority program funds to the Commissioner's office.



UTAH SYSTEM OF
HIGHER EDUCATION

MEMORANDUM

TAB Q

October 30, 2020

Statewide Industry Advisory Council

Utah Code 53B-1-407, as established by the Utah Legislature in S.B. 111, *Higher Education Amendments*, during the 2020 Legislative Session, directs the Utah Board of Higher Education to establish an industry advisory council. The council must include representation from employers, K-12 representatives, and faculty from degree-granting and technical institutions. Its purpose is to inform the Board of Higher Education's technical education and academic education committees, as well as the Utah State Board of Education.

The Commissioner worked with his staff and Board leadership to identify the council's potential role, responsibilities, and structure within the statutory provisions. The attached document provides recommendations for the establishment of the council. Upon approval, the Commissioner will begin identifying council participants to recommend the Board Chair and convene the council as outlined.

Commissioner's Recommendation

The Commissioner recommends that the Board establish the Industry Advisory Council as outlined in the attached document.

Attachment:

Industry Advisory Council Implementation Plan

Statutory Provisions

UCA 53B-1-407. Utah Board of Higher Education – Industry advisory council.

- (1) The board shall establish an industry advisory council.
- (2) The board shall ensure that the industry advisory council includes representation from:
 - (a) employers;
 - (b) kindergarten through grade 12 representatives;
 - (c) degree-granting institution faculty; and
 - (d) technical college faculty.
- (3) The industry advisory council shall inform:
 - (a) the committee for technical education;
 - (b) the committee for academic education; and
 - (c) the State Board of Education.

Role and Responsibilities

The purpose of the Industry Advisory Council is to review and provide industry perspectives regarding the workforce and economic development pipeline for current high-skill, in-demand, emerging, or other regionally important occupations in Utah, and gaps in available talent that could be filled by academic and technical education programs; and to inform the Utah Board of Higher Education’s technical and academic education committees and the State Board of Education of those perspectives. The council will consider collaboration and coordination of industry advisory groups across the state in its review.

Structure

Participants in the Industry Advisory Council will be invited by the Chair of the Utah Board of Higher Education upon recommendation by the Commissioner.

Industry Participants: Most of the participants (at least eight and no more than twenty) will be currently-employed members of Utah industries. The participants will be broadly representative of significant industry sectors, geographic regions, employer characteristics (size, scope, type, etc.), and social diversity. Where applicable and available, the Commissioner will consult with industry associations.

State Partners: Six of the participants will be currently-employed members of Utah workforce partner organizations, to include one state-level executive each from USBE, USHE, GOED, and DWS; one degree-granting institution faculty member from recommendations by the faculty senate presidents jointly from the degree-granting institutions; and one faculty member from a technical college.

The council will be supported by the Office of the Commissioner of Higher Education. The council will meet at least twice yearly to review and provide perspectives as provided in “Roles and Responsibilities.”

DRAFT



General Consent Calendar

A. MINUTES

1. Minutes of the Board Meeting—August 21, 2020, Board of Higher Education Office, Salt Lake City, Utah (Attachment)

B. FINANCE AND FACILITIES

1. USHE – Non-state Funded Project Approval TAB D
 - i. University of Utah: West Village Student Housing
 - ii. University of Utah: Impact-Epicenter Building
 - iii. Utah State University: Equine and Human Science Center Arena
 - iv. Weber State University: Stadium project
 - v. Weber State University: Noorda bond authorization
2. Utah State University – Nontraditional Arrangement in Moab TAB E
3. Utah State University – Nontraditional Arrangement in Kaysville TAB F
4. Ogden-Weber Technical College – Property Acquisition TAB G
5. Southern Utah University – Long-term Land Lease TAB H

C. ACADEMIC EDUCATION PROGRAM NOTIFICATIONS

INFORMATION:

1. New Program
 - University of Utah – Bachelor of Art/Science in Educational Psychology
 - Snow College – Associate of Applied Sciences in Innovative Livestock Management
 - Weber State University – Master of Physician Assistant Studies
 - Dixie State University – Bachelor of Applied Sciences in Enterprise Management
 - Dixie State University – Bachelor of Applied Sciences in Technology Innovation
 - Dixie State University – Associate of Sciences in Laboratory Studies

NOTICE:

2. New Program
 - University of Utah – Post-baccalaureate Certificate in Operations and Supply Chain Management
 - University of Utah – Post-baccalaureate Certificate in Software Development Programming
 - Snow College – Certificate of Proficiency in Wireless Networking

- Snow College – Certificate of Proficiency in Advanced Cybersecurity
 - Snow College – Certificate of Proficiency in Cybersecurity
 - Snow College – Certificate of Proficiency in Natural Resources
 - Dixie State University – Certificate of Proficiency in Advanced Information Technology
 - Dixie State University – Certificate of Proficiency in Medical Laboratory Assistant Technology
 - Dixie State University – Certificate of Proficiency in Supply Chain Management
 - University of Utah – Post-baccalaureate Certificate in Speech-Language Pathology Assistant
3. New Center
 - University of Utah – Center for Violence Prevention
 - Dixie State University – Center for Adult and Professional Education
 - University of Utah – Center for Business, Health, and Prosperity
 4. New Administrative Unit
 - Utah Valley University – Department of Physician Assistant Studies
 5. Administrative Unit Name Change
 - University of Utah – National Center for Voice and Speech to Utah Center for Vocology
 6. Administrative Unit Transfer
 - University of Utah – Center for Research on Migration & Refugee Integration transferred from Department of Social Work to School of Medicine, Division of Public Health
 7. Administrative Unit Restructure and Name Change of Existing Unit
- Southern Utah University:

From:

College of Education & Human Development comprised of the following departments:

- Department of Teacher Education
- Department of Family Life and Human Development
- Department of Kinesiology and Outdoor Recreation

Walter Maxwell Gibson College of Science & Engineering comprised of the following departments:

- Department of Agriculture and Nutrition Science
- Department of Nursing
- Department of Biology
- Department of Physical Science
- Department of Mathematics
- Department of Computer Science and Information Systems
- Department of Engineering and Technology

College of Aerospace Sciences & Technology comprised of the following department:

- Department of Aviation Sciences

Dixie L. Leavitt School of Business comprised of the following departments:

- Department of Accounting
- Department of Economics and Finance
- Department of Management, Marketing, and Hotel, and Hospitality Management

To:

College of Education & Human Development comprised of the following departments:

- Department of Teacher Education
- Department of Family Life and Human Development

College of Health Sciences comprised of the following departments:

- Department of Kinesiology and Outdoor Recreation
- Department of Agriculture and Nutrition Science
- Department of Nursing

Walter Maxwell Gibson College of Sciences comprised of the following departments:

- Department of Biology
- Department of Physical Science

College of Engineering & Computational Sciences comprised of the following departments:

- Department of Mathematics
- Department of Computer Science and Information Systems
- Department of Engineering and Technology
- Department of Aviation Sciences

Dixie L. Leavitt School of Business comprised of the following departments:

- Department of Accounting and Finance
- Department of Economics, Marketing, and Analytics
- Department of Management and Hotel, Resort, and Hospitality Management

8. Administrative Unit Discontinuation

- Southern Utah University: College of Aerospace Sciences and Technology

9. Name Change of Existing Unit

- Southern Utah University: Department of Theatre Arts and Dance to Department of Theatre, Dance, and Arts Administration

D. CREDIT BY EXAMINATION

Credit for Advanced Placement (AP)

The Commissioner and his staff recommend the Academic Education Committee approve the following items for inclusion on the General Consent Calendar.

<u>AP Courses and Exams</u>	<u>ACE Recommendations</u>	<u>Major Committee Recommendations</u>
Arts		
Music Theory	3 lower-division credits for score 3 6 lower-division credits for score 4-5	Score 3-4 = MUSC 1100 (1105 at USU) (3 credits) Score 5 = MUSC 1110 (2-3 credits)
English		
English Language and Composition	6 lower-division credits for score 3-5	Score 3-5 = ENGL 1010 (3 credits)
English Literature and Composition	6 lower-division credits for score 3-5	Score 3-5 = ENGL 2200 (3 credits)
History and Social Sciences		
Comparative Government and Politics	3 lower-division credits for score 3-5	Score 3-5 = POLS 2200 (3 credits)
European History	6 lower-division credits for score 3-5	Score 3-5 = HIST 1110 (3 credits)
Human Geography	3 lower-division credits for score 3-5	Score 3-5 = GEOG 1400 (3 credits)
Macroeconomics	3 lower-division credits for score 3-5	Score 3-5 = ECON 2020 (1500 at USU) (3 credits)
Microeconomics	3 lower-division credits for score 3-5	Score 3-5 = ECON 2010 (3 credits)
Psychology	3 lower-division credits for score 3-5	Score 3-5 = PSY 1010 (3 credits)
United States Government and Politics	3 lower-division credits for score 3-5	Score 3-5 = POLS 1100 (3 credits)
United States History	6 lower-division credits for score 3-5	Score 3-5 = HIST 1700 (3 credits)
World History: Modern	6 lower-division credits for score 3-5	Score 3-5 = HIST 1510 (3 credits)
Math and Computer Science		
Calculus AB	4 lower-division credits for score 3-5	Score 3 = MATH 1050 + MATH 1060 (6 total credits) Score 4-5 = MATH 1210 (6 credits)
Calculus BC	8 lower-division credits for score 3-5	Score 3 = MATH 1210 (6 credits) Score 4-5 = MATH 1210 + MATH 1220 (8 total credits)

Computer Science A	3-4 lower-division credits for score 3-5	Score 3-4 = CS 1400 (credits variable by institution) Score 5 = CS 1400 (if institution offers) + CS 1410 (total credits variable by institution)
Computer Science Principles		Score 3-5 = CS 1030 (3 credits)
Statistics	3 lower-division credits for score 3-5	Score 3-5 = Introductory statistics course with QL designation (3 credits)
Sciences		
Biology	8 lower-division credits for score 3-5	Score 3 = BIOL 1010 or equivalent (3 credits) Score 4-5 = BIOL 1610 or equivalent (4 credits) or BIOL 1610 (3 credits) + 1 elective credit Institutions for which BIOL 1610 is not GE course (USU) should award GE credit – No lab credit
Chemistry	8 lower-division credits for score 3-5	Score 3 = CHEM 1010 (3-4 credits) or CHEM 1100 (4 credits) – Satisfies chemistry prerequisite for CHEM 1210 Score 4 = CHEM 1010 (3-4 credits) or CHEM 1100 (4 credits) or CHEM 1210 (4 credits) Score 5 = CHEM 1010 (3-4 credits) or CHEM 1100 (4 credits) or CHEM 1210 (4 credits) or CHEM 1210 (4 credits) + CHEM 1220 (4 credits) AP not accepted for medical school admission – Student should select course(s) depending on major – No lab credit

Environmental Science	4 lower-division credits for score 3-5	Score 3-5 = Appropriate course or elective credits variable by institution (not BIOL 1010) (3 credits) – No lab credit
Physics 1: Algebra-Based	4 lower-division credits for score 3-5	Score 3 = PHYS 1010 + PHYS 1015 (4 total credits) with PS designation Score 4-5 = PHYS 2010 + PHYS 2015 (5 total credits) with PS designation
Physics 2: Algebra-Based	4 lower-division credits for score 3-5	Score 3 = PHYS 1010 + PHYS 1015 (4 total credits) with PS designation Score 4-5 = PHYS 2020 + PHYS 2025 (5 total credits) with PS designation
Physics C: Electricity and Magnetism	4 lower-division credits for score 3-5	Score 3 = PHYS 1010 + PHYS 1015 (4 total credits) with PS designation Score 4-5 = PHYS 2220/2225 <i>or</i> PHSY 2020/2025 (5 total credits) – See Physics advisor for placement/credit
Physics C: Mechanics	4 lower-division credits for score 3-5	Score 3 = PHYS 1010 + PHYS 1015 (4 total credits) with PS designation Score 4-5 = PHYS 2210/2215 <i>or</i> PHYS 2010/2015 (5 total credits) – See Physics advisor for placement/credit
World Languages and Cultures		
Chinese Language and Culture	8 lower-division credits for score 3 12 lower-division credits for score 4 16 lower-division credits for score 5	Score 3 = CHIN 1010 + CHIN 1020 (total credits variable by institution) Score 4 = CHIN 1010 + CHIN 1020 + CHIN 2010 (total credits variable by institution) Score 5 = CHIN 1010 + CHIN 1020 + CHIN 2010 + CHIN 2020 (total credits variable by institution)
French Language and Culture	6 lower-division credits for score 3 9 lower-division credits for score 4 12 lower-division credits for score 5	Score 3 = FREN 1010 + FREN 1020 (total credits variable by institution) Score 4 = FREN 1010 + FREN 1020 + FREN 2010 (total credits variable by institution)

		Score 5 = FREN 1010 + FREN 1020 + FREN 2010 + FREN 2020 (total credits variable by institution)
German Language and Culture	6 lower-division credits for score 3 9 lower-division credits for score 4 12 lower-division credits for score 5	Score 3 = GERM 1010 + GERM 1020 (total credits variable by institution) Score 4 = GERM 1010 + GERM 1020 + GERM 2010 (total credits variable by institution) Score 5 = GERM 1010 + GERM 1020 + GERM 2010 + GERM 2020 (total credits variable by institution)
Italian Language and Culture	8 lower-division credits for score 3 12 lower-division credits for score 4 16 lower-division credits for score 5	Score 3 = ITLN 1010 + ITLN 1020 (total credits variable by institution) Score 4 = ITLN 1010 + ITLN 1020 + ITLN 2010 (total credits variable by institution) Score 5 = ITLN 1010 + ITLN 1020 + ITLN 2010 + ITLN 2020 (total credits variable by institution)
Japanese Language and Culture	8 lower-division credits for score 3 12 lower-division credits for score 4 16 lower-division credits for score 5	Score 3 = JAPN 1010 + JAPN 1020 (total credits variable by institution) Score 4 = JAPN 1010 + JAPN 1020 + JAPN 2010 (total credits variable by institution) Score 5 = JAPN 1010 + JAPN 1020 + JAPN 2010 + JAPN 2020 (total credits variable by institution)
Spanish Language and Culture	6 lower-division credits for score 3 9 lower-division credits for score 4 12 lower-division credits for score 5	Score 3 = SPAN 1010 + SPAN 1020 (total credits variable by institution) Score 4 = SPAN 1010 + SPAN 1020 + SPAN 2010 (total credits variable by institution)

		Score 5 = SPAN 1010 + SPAN 1020 + SPAN 2010 + SPAN 2020 (total credits variable by institution)
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Credit for College-Level Examination Program (CLEP)

The Commissioner and his staff recommend the Academic Education Committee approve the following items for inclusion on the General Consent Calendar.

<u>CLEP Exams</u>	<u>ACE Recommendations</u>	<u>Major Committee Recommendations</u>
	Business	
Financial Accounting	3 lower-division credits for score 50+	Score 50+ = 3 credits ACCT 2010 at DSU, SLCC, Snow, UVU, WSU; Exceptions-no credit: UU, USU, SUU no equivalency
Information Systems	3 lower-division credits for score 50+	Business recommends no credit- No system-wide course equivalency
Introductory Business Law	3 lower-division credits for score 50+	Score 50+ = 3 credits SLCC MGT 2050, Snow BUS 2050, UVU LEGL 3000, Elective credit WSU; USU (score 62+) MGT 2050; Exceptions-no credit: SUU, UU no equivalency
Principles of Management	3 lower-division credits for score 50+	Score of 50+ = SLCC MGT 1600, Snow BUS 2650; Elective credit: DSU, WSU; Exceptions-no credit: SUU, UU, USU, UVU no equivalency
Principles of Marketing	3 lower-division credits for score 50+	Score of 50+ = 3 credits SLCC MKTG 1030, Elective credit DSU, WSU, USU (score 62+) MSLE 3500; Exceptions-no credit: Snow, SUU, UU, UVU no equivalency
	Composition and Literature	
American Literature	3 lower-division credits for score 50+	Score 50+ = ENGL 2200 (3 credits)

Analyzing and Interpreting Literature	3 lower-division credits for score 50+	Score 50+ = ENGL 2200 (3 credits)
College Composition	6 lower-division credits for score 50+	Score 50+ = ENGL 1010 (3 credits)
College Composition Modular	3 lower-division credits for score 50+	English recommends no credit due to lack of writing samples on exam
English Literature	3 lower-division credits for score 50+	Score 50+ = ENGL 2200 (3 credits)
History and Social Sciences		
American Government	3 lower-division credits for score 50+	Score 50+ = POLS 1100 (3 credits)
History of the United States I	3 lower-division credits for score 50+	Score 50+ = HIST 2700 (3 credits)
History of the United States II	3 lower-division credits for score 50+	Score 50+ = HIST 2710 (3 credits)
Human Growth and Development	3 lower-division credits for score 50+	Score 50+ = Family Studies 1500 or PSY 1100 (3 credits)
Introductory Psychology	3 lower-division credits for score 50+	Score 50+ = PSY 1010 (3 credits)
Principles of Macroeconomics	3 lower-division credits for score 50+	Score 50+ = ECON 2020 (1500 at USU) (3 credits)
Principles of Microeconomics	3 lower-division credits for score 50+	Score 50+ = ECON 2010 (3 credits)
Social Sciences and History	6 lower-division credits for score 50+	History recommends no credit-no course equivalency, does not articulate to history major
Western Civilization I	3 lower-division credits for score 50+	Score 50+ = HIST 1100 (3 credits)
Western Civilization II	3 lower-division credits for score 50+	Score 50+ = HIST 1110 (3 credits)
Science		
Biology	6 lower-division credits for score 50+	Score 50+ = BIOL 1010 or equivalent (3 credits) – No lab credit
Chemistry	6 lower-division credits for score 50+	Score 50+ = CHEM 1010 (3 credits) – Satisfies chemistry prerequisite for CHEM 1210

DSST (formerly known as DANTES Subject Standardized Tests)

The Commissioner and his staff recommend the Academic Education Committee approve the following items for inclusion on the General Consent Calendar.

<u>DSST Exams</u>	<u>ACE Recommendations</u>	<u>Major Committee Recommendations</u>
Business		
Business Ethics and Society	3 lower-division credits for score 400+	Score 400+ = 3 credits; SLCC BUS 1040; DSU, WSU elective credit; Exceptions-no credit: Snow, SUU, UU, USU, UVU no equivalency
Business Mathematics	3 lower-division credits for score 400+	Score 400+ = 3 credits; UVU ACC 1150; DSU, USU, WSU elective credit; Exceptions-no credit: Snow, SUU, UU no equivalency
Human Resource Management	3 lower-division credits for score 400+	Score 400+ = 3 credits; SLCC MGT 2070, UVU HR 3430; DSU, WSU elective credit; Exceptions-no credit: Snow, SUU, UU, USU no equivalency
Introduction to Business	3 lower-division credits for score 400+	Score 400+ = 3 credits; DSU, SLCC, Snow, BUS 1010; UVU MGMT 1010; WSU BDAS 1010; Exceptions-no credit: SUU, UU, USU no equivalency
Computing and Information Technology	3 lower-division credits for score 400+	Reviewed by Computer Science, recommend no credit due to non-alignment with existing courses.
Management Information Systems	3 lower-division credits for score 400+	Score 400+ = 3 credits; DSU ASA 2050 or waiver, SLCC CISS 1020, UVU INFO 3120; elective credit WSU; Exceptions-no

		credit: Snow, SUU, UU, USU no equivalency
Money and Banking	3 upper-division credits for score 400+	Score 400+ = 3 elective credits at DSU; Exceptions-no credit: SLCC, Snow, SUU, UU, USU, UVU, WSU no equivalency
Organizational Behavior	3 lower-division credits for score 400+	Score 400+ = 3 credits; UVU MGMT 3000; DSU, WSU elective credit; Exceptions-no credit: SLCC, Snow, SUU, UU, USU no equivalency
Personal Finance	3 lower-division credits for score 400+	Score 400+ = 3 credits; DSU FIN 1750, SLCC FIN 1050, Snow BUS 1210, SUU FIN 2780, UU FIN 1200, UVU FIN 1600, WSU Fin 1010; Exception-no credit: USU no equivalency
Principles of Finance	3 lower-division credits for score 400+	Score 400+ = 3 credits; UVU FIN 3100; DSU, WSU elective credit; Exceptions-no credit: SLCC, Snow, SUU, UU, USU no equivalency
Principles of Supervision	3 lower-division credits for score 400+	Score 400+ = 3 credits; DSU, WSU elective credit; Exceptions-no credit: SLCC Snow, SUU, UU, USU, UVU no equivalency
Humanities		
Ethics in America	3 lower-division credits for score 400+	Philosophy recommends no credit awarded due to no writing requirement on test
Principles of Public Speaking	3 lower-division credits for score 400+	Communication recommends no credit awarded due to limited speech demonstrations
Physical Sciences		
Astronomy	3 lower-division credits for score 400+	Score 400+ = PHYS 1040 or 1050 or 1060 with PS designation (3 credits)
Introduction to Geology	3 lower-division credits for score 400+	Score 400+ = GEO 1010 (GEO 1XXX PS at WSU) (3 credits)
Social Sciences		

A History of the Vietnam War	3 lower-division credits for score 400+	Score 400+ = HIST 1XXX (3 credits)
The Civil War and Reconstruction	3 lower-division credits for score 400+	Score 400+ = HIST 1XXX (3 credits)
Criminal Justice	3 lower-division credits for score 400+	Score 400+ = CJ 1XXX (3 credits)
Foundations of Education	3 lower-division credits for score 400+	Elementary Education recommends no credit due to lack of field component.
Fundamentals of Counseling	3 lower-division credits for score 400+	Psychology recommends no credit due to non-alignment with existing courses.
General Anthropology	lower-division credits for score 400+	Score 400+ = ANTH 1000 or 1010 (3 credits)
Introduction to Geography	3 lower-division credits for score 400+	Score 400+ = GEOG 1300
Introduction to Law Enforcement	3 lower-division credits for score 400+	Score 400+ = CJ 1XXX (3 credits)
Lifespan Developmental Psychology	3 lower-division credits for score 400+	Score 400+ = Family Studies 1500 or PSY 1100 (3 credits)
History of the Soviet Union	3 upper-division credits for score 400+	Score 400+ = HIST 1XXX (3 credits)
Technology		
Ethics in Technology	3 lower-division credits for score 400+	Computer Science recommends no credit due to non-alignment with existing courses.
Fundamentals of Cybersecurity	3 upper-division credits for score 400+	Computer Science recommends no credit due to non-alignment with existing courses.

Credit for International Baccalaureate (IB)

The Commissioner and his staff recommend the Academic Education Committee approve the following items for inclusion on the General Consent Calendar.

<u>IB Curriculum IB Subject Briefs</u>	<u>Major Committee Recommendations</u>
Arts	
Dance—Standard Level	Score 5+ = DANC 1010 (3 credits)

Dance—Higher Level	Score 5+ = DANC 1010 (3 credits) + 3 elective DANC credits determined by institution based on student's experience
Film—Standard Level	Score 5+ = THEA 1023 (3 credits)
Film—Higher Level	Score 5+ = THEA 1023 (3 credits) + 2 credits in film production to be determined in consultation with appropriate departments
Music—Standard Level	Music recommends no credit for the standard level
Music—Higher Level	Score 5+ = MUSC 1010 (3 credits)
Theatre—Standard Level	Score 5+ = THEA 1013 (3 credits)
Theatre—Higher Level	Score 5+ = THEA 1013 (3 credits) + THEA 1XXX (2 credits)
Individuals and Society	
Business Management—Standard Level	Score 5+ = 3 credits at DSU (BUS 1010); 8 credits at Snow (BUS 1010, BUS 2650 and 2 elective credits); 3 elective credits at UVU; No credit at SLCC, SUU, UU, USU, and WSU
Business Management—Higher Level	Score of 5+ = 6 credits at DSU (BUS 1010 and 3 elective credits); 8 credits at SLCC (MGT 1600, MKTG 1030 and 2 elective credits); 8 credits at Snow (BUS 1010, BUS 2650 and 2 elective credits); 8 elective credits at UU, 6 elective credits at SUU; 6 credits at UVU (BUS 1010 and 3 elective credits); 8 credits at WSU (BSAD 1010 and 5 elective credits); No credit at SUU
Economics—Standard Level	Economics recommends no credit for the standard level
Economics—Higher Level	Score 5+ = ECON 2010 + ECON 2020 (1500 at USU) (6 total credits)
Geography—Standard Level	Score 5+ = GEOG 1300 (3 credits)
Geography—Higher Level	Score 5+ = GEOG 1000 (3 credits) + GEOG 1300 (3 credits)
History—Higher Level	Score 5+ on US History = HIST 1700 (3 credits)
Information Technology in a Global Society—Standard Level	Offer Computer Science PLA opportunity by institution, potential challenge exam
Information Technology in a Global Society—Higher Level	Offer Computer Science PLA opportunity by institution, potential challenge exam
Psychology—Standard Level	Score 5+ = PSY 1010 (3 credits)

Psychology—Higher Level	Score 5+ = PSY 1010 (3 credits) + 3 lower-division PSY elective credits
Social and Cultural Anthropology—Standard Level	Score 5+ = ANTH 1000 or 1010 (3 credits)
Social and Cultural Anthropology—Higher Level	Score 5+ = ANTH 1010 or 1010 (3 credits) + ANTH 1XXX (3 credits)
Mathematics	
Further Mathematics—Higher Level	Score 5+ = MATH 1210 QL (4-5 credits) + MATH 1XXX credits)
Mathematics—Standard Level	Score 5+ = MATH 1050 QL (4 credits)
Mathematics—Higher Level	Score 5+ = MATH 1210 QL (4-5 credits) + MATH 1XXX (1-2 credits)
Sciences	
Biology—Standard Level	Score 5+ = BIOL 1010 or equivalent (3 credits) – No lab credit
Biology—Higher Level	Score 5+ = BIOL 1610 (4 credits) or BIOL 1610 (3 credits) + 1 elective credit – Institutions for which BIOL 1610 is not GE course (USU) should award GE credit – No lab credit
Chemistry—Standard Level	Chemistry recommends no credit for the standard level
Chemistry—Higher Level	Score 5+ = CHEM 1010 (3 credits)
Computer Science—Standard Level	Score 5+ = CS 1030 (3 credits)
Computer Science—Higher Level	Offer PLA opportunity by institution, potential challenge exam
Physics—Standard Level	Score 5+ = PHYS 1010 with PS designation (3 credits)
Physics—Higher Level	PS designation, see Physics advisor for placement/credit

E. GRANT PROPOSALS

1. University of Utah – US Department of Education; “CARES HEERF Student Grant”; \$9,362,665. Principal Investigator, Cathy Anderson.
2. University of Utah – US Department of Education; “CARES HEERF Institutional”; \$9,362,665. Principal Investigator, Cathy Anderson.
3. University of Utah – Air Force Office of Scientific Research; “GA203 MURI-Extensions; \$3,000,000. Principal Investigator, Michael A Scarpulla.

4. University of Utah – US Department of Energy; “EERE Plastic Deconstruction”; \$2,500,000. Principal Investigator, Swomitra Kumar Mohanty.
5. University of Utah – DOE OFC Energy Efficiency & Renew Energy: EEREPLASTICSTOMESOPHASE”; \$2,499,945. Principal Investigator, Michael Nigra.
6. University of Utah – DOD Defense Threat Reduction agency; “DTRA Dosimeter”; \$2,308,912. Principal Investigator, Kevin J Whitty.
7. University of Utah – DOE OFC Energy Efficiency * Renew Energy; “2020DOE Plastics Gasification”; \$2,389,720. Principal Investigator, Kevin J Whitty.
8. University of Utah – DHHS National Institutes of Health; “NIH R01 – Needle EMG”; \$1,800,213. Principal Investigator, Florian Solzbacher.
9. University of Utah – US Department of Energy; “DOE Carbon Fiber Scale-Up”; \$1,499,879. Principal Investigator, Eric G Eddings.
10. University of Utah – NIH Office of the Director; “DORVAL SPARC 2020”; \$1,489,930. Principal Investigator, Alan Dale Dorval II
11. University of Utah – National Science Foundation; “NSF MRI”; \$1,429,536. Principal Investigator, Jacob Dean Hochhalter.
12. University of Utah – US Department of Energy; “DOE Carbon Foam”; \$1,350,712. Principal Investigator, Eric G Eddings.
13. University of Utah – National Science Foundation; “Indirect Influence”; \$1,029,893. Principal Investigator, Suresh Venkatasubramanian.
14. University of Utah – Dominion Energy Questar Corporation; “UTAP”; \$1,000,000. Principal Investigator, Kody Merlin Powell.
15. University of Utah – DHHS National Institutes of Health; “R01MPI-Looh-Induced Muscle”; \$2,916,504. Principal Investigator, Katsuhiko Funai.
16. University of Utah – Terrapower LLC; “DOE ARD with Terrapower”; \$1,466,956. Principal Investigator, Michael F Simpson.
17. University of Utah – NIH National Institute of Mental Health; “R01MH104603 PA-20-185 Renew”; \$2,441,565. Principal Investigator, Marco Bortolato.
18. University of Utah – NIH National Institute of Mental Health; “R01 Resub Marco Bortolato”; \$1,906,654. Principal Investigator, Marco Bortolato.
19. University of Utah – MERCK KGaA; “Covid-19 Vulnerable Population”; \$1,714,084. Principal Investigator, Diana I Brixner.
20. University of Utah – DHHS Agency for Healthcare Resh & Quality; “Overcoming Barriers to WARFAR”; \$1,347,393. Principal Investigator Daniel M Witt.
21. University of Utah – NIH National Inst of General Medical Sci; “Speciation in Drosophila”; \$3,526,812. Principal Investigator, Nitin Phadnis.
22. University of Utah – DHHS National Institutes of Health; “HASHIBE_R01_06.19.2020”; \$3,794,944. Principal Investigator, Mia Hashibe.
23. University of Utah – DHHS National Institutes of Health; “PAR4RENRESUB-PLATELET Function”; \$2,621,264. Principal Investigator, Paul Francis Bray.

24. University of Utah – NIH National Cancer Institute; “Mendoza_06.05.20_R01”; \$2,613,933. Principal Investigator, Michelle C Mendoza.
25. University of Utah – DHHS National Institutes of Health; “R01-Iron Cell Cycle Cross”; \$2,414,180. Principal Investigator, Elizabeth A Leibold.
26. University of Utah – DHHS National Institutes of Health; “Covid: Par-20-178 GTPASE ARDS”; \$1,912,885. Principal Investigator, Weiquan Zhu.
27. University of Utah – DHHS National Institutes of Health; “Par R01-Alcohol Chromatin Mod”; \$1,906,250. Principal Investigator, Adrian Rothenfluh.
28. University of Utah – NIH National Cancer Institute; “HDAC1,2 PH+PRE-B-Acute LEUK”; \$1,906,260. Principal Investigator, Srividya Bhaskara.
29. University of Utah – Sarcoma Alliance for Research; “SARC-SPORE 04.24.2020”; \$1,392,990. Principal Investigator, Joshua David Schiffman.
30. University of Utah – US Department of Defense; “BUYS_DOD Partnering-03.28.19”; \$1,294,294. Principal Investigator, Saundra S Buys MD.
31. University of Utah – NIH National Cancer Institute; “Potter_K99_07.12.20”; \$1,018,502. Principal Investigator, David Wetter.
32. University of Utah – NIH National Cancer Institute; “COVID_KOHLI_07.22.2020”; \$3,874,428. Principal Investigator, Manish Kohli MD.
33. University of Utah – NIH Natl Inst Allergy & Infectious Disease; “O’Connell_R01RESUB_07.06.2020”; \$2,651,775. Principal Investigator, Ryan M O’Connell.
34. University of Utah – DHHS National Institutes of Health; “OKUYWMI_D43”; \$1,336,040. Principal Investigator, Kolawole S Okuyemi.
35. University of Utah – WM Keck Foundation; “Keck Foundation”; \$1,000,000. Principal Investigator, June Louise Round.
36. University of Utah – DHHS National Institutes of Health; “MorimotoR01”; \$4,051,415. Principal Investigator, Sarah Shizuko Morimoto.
37. University of Utah- NIH National Eye Institute; “Core Grant”; \$3,812,500. Principal Investigator, Wolfgang Baehr.
38. University of Utah – NIH National Institute Neurology Disorders Stroke; “ALS Neuroimaging Biomarker”; \$3,812,288. Principal Investigator, Robert Cary Welsh.
39. University of Utah – DHHS National Institutes of Health; “Sleep Disparities”; \$3,091,959. Principal Investigator, Kelly Glazer Baron.
40. University of Utah – DHHS National Institutes of Health; “Hughes R35 Renewal”; \$2,681,815. Principal Investigator, Adam Lucas Hughes.
41. University of Utah – DHHS National Institutes of Health; “Endothelial Glycocaly”; \$2,681,815. Principal Investigator, Lisa Lesniewski.
42. University of Utah – NIH National Heart Lung & Blood Inst; “Peripheral Vasoconstriction”; \$2,519,012. Principal Investigator, David Wray.

43. University of Utah – DHHS National Institutes of Health; “PA-20-185 CAO 6.5.20”; \$2,405,530. Principal Investigator, Erhu Cao
44. University of Utah – US Department of Defense; “Sockets VS OI”; \$2,000,000. Principal Investigator, Heath Byron Henninger.
45. University of Utah – DHHS National Institutes of Health; “Resub R01GM136792 MRJ 7.6.20”; \$1,906,250. Principal Investigator, Mina Roh.
46. University of Utah – DHHS National Institutes of Health; “Genetic & Neural Circuit Mech.”; \$1,906,250. Principal Investigator, Norman Earl Taylor.
47. University of Utah – DHHS National Institutes of Health; “Dynamic Reprogramming”; \$1,906,250. Principal Investigator, Michael Therron Howard.
48. University of Utah – NIH National Institute of General Medical Sci; “Engineering for Health”; \$1,350,000. Principal Investigator, Louisa A Stark.
49. University of Utah – US Department of Defense; “Beatrice Knudsen DOD Grant”; \$1,182,400. Principal Investigator, Beatrice S Knudsen.
50. University of Utah – DHHS National Institutes of Health; “Geisinger Subcontract 8.2.20”; \$1,027,410. Principal Investigator, Guilherme DelFiol.
51. University of Utah – National Science Foundation; “IHUMANS”; \$3,496,878. Principal Investigator, Ross T Whitaker.
52. University of Utah – National Science Foundation; “Humans and Algorithmic Debias”; \$1,141,871. Principal Investigator, Bei Wang Phillips.
53. University of Utah – Ed Institute of Education Sciences; “Superheroes Social Skills”; \$3,092,421. Principal Investigator, Keith C Radley,
54. University of Utah – Ed Institute of Education Sciences; “Project Fact+R2C2”; \$1,913,770. Principal Investigator Sharlene Akemi Kiuahara.
55. University of Utah – Ed Institute of Education Sciences; “MRVI-DA”; \$1,440,662. Principal Investigator, Christine Clark Bischke.
56. University of Utah – Ed Institute of Education Sciences; “Conjoint-Behavioral Teleconsu”; \$1,497,514. Principal Investigator, Aaron Jason Fischer.
57. University of Utah – Ed Institute of Education Sciences; “IES VR Proposal”; \$1,487,218. Principal Investigator, Aaron Jason Fischer.
58. University of Utah – National Science Foundation; “Life Right Here & Everywhere”; \$1,322,015. Principal Investigator, Nancy Songer.
59. University of Utah – DOE OFC Energy Efficiency & Renew Energy; “DOE AMO 2020 Capture”; \$3,639,370. Principal Investigator, Michael Nigra.
60. University of Utah – US Department of Energy; “MA-AM-ES”; \$3,218,116. Principal Investigator, Yon Lin Kong.
61. University of Utah – DHHS National Institutes of Health; “NIH R01 Feb 2020”; \$1,863,662. Principal Investigator, Clair Acevedo.
62. University of Utah – National Science Foundation; “DMREF”; \$1,171,593. Principal Investigator, Wenda Tan.

63. University of Utah – Army Medical Research & Materiel; “Nanoparticles for Breast Cancer”; \$1,102,704.
64. University of Utah – DHHS National Institutes of Health; “SCH Covid Survivors”; \$3,451,611. Principal Investigator, Paula Meek.
65. University of Utah – NIH John E Fogarty International Center; “US-Philippines”; \$1,250,000. Principal Investigator, Eric W Schmidt.
66. University of Utah – University of Texas at Austin; “Neuronex2”; \$2,075,164. Principal Investigator, Erik Jorgensen.
67. University of Utah – NIH National Cancer Institute; “Hashibe_UG3_Mountainwest”; \$9,981,342. Principal Investigator, Mia Hashibe.
68. University of Utah – NIH National Heart Lung & Blood Institute; “Dosdall Atrial Fibrosis Resub”; \$3,774,375. Principal Investigator, Derek James Dosdall.
69. University of Utah – NIH National Heart Lung & Blood Inst; “Shaw Hong TTUBULE Microdomain”; \$2,801,463. Principal Investigator, Robin Mark Shaw.
70. University of Utah – DHHS National Institutes of Health; “Shaw and Junco Ro1”; \$2,141,803. Principal Investigator, Robin Mark Shaw.
71. University of Utah – DHHS National Institutes of Health; “Covid: Heparan Sulfate”; \$1,730,386. Principal Investigator, Owen Chan.
72. University of Utah – DHHS National Institutes of Health; “Covid: MPI Immunothrombosis”; \$1,274,532. Principal Investigator, Christian C Yost.
73. University of Utah – NIH National Institute Diabetes; “(SLIMM) 2 STudey Ro1”; \$3,598,550. Principal Investigator, Srinivasan Beddhu.
74. University of Utah – NIH National Institute Allergy & Infectious Disease; “Biomarkers of Covid-19”; \$3,109,962. Principal Investigator, Theodore G Liou.
75. University of Utah – NIH National Eye Institute; “Connect Funct Inhibit Neuron”; \$2,915,711. Principal Investigator, Alessandra Angelucci.
76. University of Utah – DHHS National Institutes of Health; “Williams Ro1”; \$2,460,168. Principal Investigator, Megan E Williams.
77. University of Utah – DHHS National Institutes of Health; “DP2 English 8.21.20”; \$2,287,500. Principal Investigator, Justin Gregory English.
78. University of Utah – DHHS National Institutes of Health; “RFA-RM-20-012 N Link 8.21.20”; \$2,287,500. Principal Investigator, Monica L Vetter.
79. University of Utah – DHHS National Institutes of Health; “DP2 Jim Yews 8.21.20”; \$2,287,500. Principal Investigator, Jim Heys.
80. University of Utah – DHHS National Institutes of Health; “Ro1-PA-18-484 Jan Christian”; \$2,102,175. Principal Investigator, Jan Louise Christian.
81. University of Utah – NIH National Eye Institute; “Pigment Regeneration Mech.”; \$1,994,189. Principal Investigator, Frans Johan Vinberg.
82. University of Utah – NIH National Eye Institute; “Inflammation A1”; \$1,926,125. Principal Investigator, David Krizaj.

83. University of Utah – DHHS National Institutes of Health; “Covid-10: Ro1 Epstein Barr”; \$1,906,250. Principal Investigator, Sankar Swaminathan.
84. University of Utah – DHHS National Institutes of Health; “Resub Ro1DCo18814 7.6.20”; \$1,906,250. Principal Investigator, Sungjin Park.
85. University of Utah – NIH National Eye Institute; “Overt Attention”; \$1,906,250. Principal Investigator, Behrad Noudoost.
86. University of Utah – NIH National Eye Institute; “Mechanisms Underly CD3 Guide”; \$1,906,250. Principal Investigator, Ning Tian.
87. University of Utah – US Department of Defense; “DOD Expansion”; \$1,906,250. Principal Investigator, Candace Lorraine Floyd.
88. University of Utah – NIH National Eye Institute; “Function of C8ORF37 Renewal”; \$1,906,250. Principal Investigator, Jun Yang.
89. University of Utah – DHHS National Institutes of Health; “Ro1MH109577 Renewal-C. Gregg”; \$1,906,250. Principal Investigator, Christopher T Gregg.
90. University of Utah – DHHS National Institutes of Health; “New Ro1 Park”; \$1,906,250. Principal Investigator, Sungjin Park.
91. University of Utah – DHHS Agency for Healthcare Research & Quality; “Matsen Ro1 AHRQ Oct2019”; \$1,884,517. Principal Investigator, Cindy Brown Matsen.
92. University of Utah – DHHS National Institutes of Health; “Covid-19 Evaluation in U POP”; \$1,785,013. Principal Investigator, Kimberley I Shoaf.
93. University of Utah – NIH National Institute Allergy & Infectious Disease; “VVA (Covd-19)”; \$1,746,121. Principal Investigator, Rachael Mary Jones.
94. University of Utah – NIH National Eye Institute; “Role of INPP5E”; \$1,525,000. Principal Investigator, Wolfgang Baehr.
95. University of Utah – NIH National Human Genome Research Inst; “Ro1 Interactive Analysis Tool”; \$1,372,500. Principal Investigator Karen Eilbeck.
96. University of Utah – National Science Foundation; “NSF Career Zelikowsky 8.11.20”; \$1,219,025. Principal Investigator, Moriel Zelikowsky.
97. University of Utah – NIH National Institute Biomedical Imaging & Bioeng; “Tools for Neural Data Analysis”; \$1,143,750. Principal Investigator, Neda Nategh.
98. University of Utah – NIH National Center for Advancing Translate Sciences; “Covid-19 CCTS Admin Supp”; \$1,126,101. Principal Investigator, Rachel Hess.
99. University of Utah – DHHS National Institutes of Health; “Cell Adhesion Models”; \$2,287,500. Principal Investigator, Tamara Carla Bidone.
100. Utah State University – US Department of Health and Human Services – Office of Family Assistance; “Fathers Incarcerated Re-entry Education”; \$4,990,000. Principal Investigator, Brian J Higginbotham.
101. Utah State University – US Department of Health and Human Services – Office of Family Assistance; “Relationship Education for Adults Living in Stepfamilies”; \$4,925,000. Principal Investigator, Brian J Higginbotham.

102. Utah State University – National Institutes of Health; “Molecular sensors for metabolic programming of the sperm epigenome and offspring physiology”; \$1,796,285. Principal Investigator, Mirella L Meyer-Ficca.
103. Utah State University – US Department of Energy; “DC Current Power Distribution System for Marine Energy Distribution at Sea”; \$1,300,000. Principal Investigator, Hongjie Wang.
104. Utah State University – National Institutes of Health; “Diversifying biomedical workforce by strengthening your STEM Pathways”; \$1,410,757. Principal Instigator, David Williams Francis.
105. Utah State University – US Department of Comm.-Economic Development Admin; “Remote Online Initiative”; \$1,293,463. Principal Investigator, Paul Allen Hill.
106. Utah State University – US Department of Energy; “Increasing Affordability, Energy Efficiency, and Ridership of Transit Bus Systems through Large-Scale Electrification”; \$1,254,800. Principal Investigator, Ziqi Song.
107. Utah State University – NASA Jet Propulsion Laboratory; “The Space Dynamics Laboratory will fabricate, test, and deliver six 6U spacecraft to Jet Propulsion Laboratory in support of the Sun Radio Interferometer Science Experiment Mission.”; \$12,620,460. Principal Investigator, Tim Neilsen.
108. Utah State University – NASA Goddard Space Flight Center; “The Space Dynamics Laboratory will build the Advanced Mesospheric Temperature Mapper for the Atmospheric Waves Experiment. AWE is a low-risk, space-weather mission that uses proven technologies for observing gravity waves from ground stations and aircraft.”; \$3,617,886. Principal Investigator, Burt Lamborn,
109. Utah State University – University of Colorado Boulder; “The Space Dynamics Laboratory will perform ground calibration validation of the Libera flight payload.”; \$5,900,384. Principal Investigator, Gabe Loftus and James Peterson.
110. Utah State University – Tyvak Nano-Satellite Systems, Inc; “2 Flight Model Iris Radios for Small Innovative Missions for Planetary Exploration missions Escape and Plasma Acceleration and Dynamics Explorers.”; \$1,991,700. Principal Investigator, Tim Neilsen.
111. Utah State University – NASA Jet Propulsion Laboratory; “The Space Dynamics Laboratory will design, fabrication, and testing of a Cryogenic Thermal Subsystem for the Roman Coronagraph Instrument being built by Jet Propulsion Laboratory.”; \$2,088,649. Principal Investigator, Gabe Loftus.
112. Utah State University – NASA Jet Propulsion Laboratory; “The Space Dynamics Laboratory will design, fabrication, and testing of a Cryogenic Thermal Subsystem for the Roman Coronagraph Instrument being built by Jet Propulsion Laboratory.”; \$2,056,243. Principal Investigator, Gabe Loftus.
113. Utah State University – Stanford University; “Advancing a Lead Broad Spectrum Antiviral P1-Kinase Inhibitor to the Clinic for Enteroviruses and COVID-19”; \$1,070,000. Principal Investigator, Brett L Hurst.

114. Utah State University – US National Science Foundation; “Leveraging community science and technology to quantify the role of breeding vs. non-breeding demographic processes in determining range limits of migratory birds”; \$1,017,505. Principal Investigator, Clark Sawyer Rushing.
115. Utah State University – US Department of Ed. – Institute of Education Sciences; “Professional Development for Educators and School Based Service Providers: Narrative Skills Instruction in the Classroom”; \$1,999,423. Principal Investigator, Sandra Laing Gillam; Co-Investigators, Tyson Stanley Barrett, Jayne Brandel.
116. Utah State University – US Department of Health & Human Services; “Necessary Education and eXperiential Training for Upcoming Para-professionals”; \$2,295,762. Principal Investigator, Maren Wright Voss; Co-Investigator, Tyson Stanley Barrett, Derrick R Tollefson.
117. Utah State University – Lockheed Martin Space Systems; “Provide Lockheed Martin with a micro camera and lenses with various options of quantities.” \$4,003,408. Principal Investigator, Jeff Donofrio, Amy Secrist.
118. Utah State University – L3HARRIS Technologies, Inc.; “Further enhance Space Dynamic Laboratories Cyber and Networking”; \$1,938,381. Principal Investigator, Matt Cupal.
119. Utah State University – Ball Aerospace and Tech; “The Space Dynamics Laboratory will provide the Relative Calibration System, thermal straps, and independent thermal modeling for the Wide Field Infrared Survey Telescope program.”; \$1,527,553. Principal Investigator, Jeff Coleman.
120. Utah State University – University of Colorado Boulder; “The Space Dynamics Laboratory will perform ground calibration validation of the Libera flight payload.” \$5,228,284. Principal Investigator, Gabe Loftus, James Peterson.
121. Utah State University – Misc. Federal Sponsors; “Space Dynamics Laboratory will provide new capabilities for the Virtual Imagery Processing Capability product, including enhancements to the VANTAGE software and Sky Lynx hardware.” \$6,196,567. Principal Investigator, Shane Jenkins.
122. Utah State University – Missile Defense Agency; “The Space Dynamics Laboratory will address the requirements for SDL to conduct and Integrated Intelligence Enterprise Assessment in support of growing GEOINT needs within Customs and Border Protection. This will include a detailed assessment of the CBP IIE hardware, software, tools, and capabilities for data processing and sensor analysis. SDL will also help define an overall architecture, to include the continued design and refinement of technical prototype systems and associated Intelligence Surveillance and Reconnaissance collection tools.” \$2,102,567. Principal Investigators, John Kratz, David Marchant.
123. Utah State University – Army-General; “The Space Dynamics Laboratory will support the US Army Space and Missile Command in developing and providing current and future global space, missile defense, and high-altitude capabilities to the Army, Joint Force, and allies and partners, to enable multi-domain combat effect; enhance deterrence, assurance,

and detection of strategic attacks; and protect the nation.”; \$75,556,918. Principal Investigator, Scott Conner.

F. AWARDS

1. University of Utah – National Science Foundation; “CSOE”; \$4,000,000. Principal Investigator, Shelly D Minter.
2. University of Utah – WM Keck Foundation; “Keck Foundation”; \$1,000,000. Principal Investigator, June Louise Round.
3. University of Utah – US Department of Defense; “Reloadable Antimicrobial Pouch”; \$4,085,261. Principal Investigator, Dustin Lee Williams.
4. University of Utah – US Department of Education; “COVID 19 - CARES HEERF Institutional”; \$9,362,665. Principal Investigator, Cathy Anderson.
5. University of Utah – NIH National Institute Dental Craniofacial Research; “Connect, Compare, and Change”; \$1,329,730. Principal Investigator, Kathy Chapman.
6. University of Utah – US Department of Energy; “MUSE”; \$2,356,250. Principal Investigator, Darryl P Butt.
7. University of Utah – NIH Natl Inst Neurology Disorders Stroke; “Add Contract Renewal”; \$4,145,226. Principal Investigator, Karen S Wilcox.
8. University of Utah – Army Medical Research & Materiel Command; “KT-1 Combined ANTIPD1 Thera”; \$1,509,750. Principal Investigator, Jiyuan Yang.
9. University of Utah – NIH Office of the Director; “Stanford Echo UG3/UH3 Apr 2016”; \$2,612,275. Principal Investigator, Joseph Stanford.
10. University of Utah – Novartis Pharmaceutic ALS Corp; “CMBG453C12201”; \$1,241,196. Principal Investigator, Tibor Kovacovics.
11. University of Utah – NIH National Cancer Institute; “Electronic Medical Record”; \$1,040,133. Principal Investigator, Kimberly A Kphingst.
12. University of Utah – Paul G Allen Family Foundation; “Frontiers Group 2020”; \$1,500,000. Principal Investigator, Katharine S Ullman.
13. University of Utah – NIH National Inst of General Medical Sci; “Cheetah P50 Renewal”; \$4,820,552. Principal Investigator, Wesley I Sundquist.
14. University of Utah – DOT National Highway Traffic Safety Admin; “Nemsis Tac”; \$2,921,443. Principal Investigator, Newell C Mann.
15. University of Utah – Biogen; “Biogen Embark”; \$2,593,097. Principal Investigator, Norman Foster.
16. University of Utah – US Department of Defense; “Minute”; \$1,967,850. Principal Investigator, Mary Jo Pugh.
17. University of Utah – Amicus Therapeutics Inc; “ATB200-07”; \$1,474,385. Principal Investigator, Nicola Longo.

18. University of Utah – American Heart Association; “AHA/PCORI Decide Center Grant”; \$1,188,646. Principal Investigator, Angela Fagerlin.
19. University of Utah – NIH National Cancer Institute; “TRO1 RFA-RM-19-007 B. Bass”; \$1,182,389. Principal Investigator, Brendal Bass.
20. Utah State University – US Department of Education; “USU Up to 3 Early Intervention Program SFY 2021”; \$1,294,934. Principal Investigator, Susan E Thain Olsen.
21. Utah State University – NASA Goddard Space Flight Center; “Atmospheric Waves Experiment”; \$3,597,648. Principal Investigator, Burt Lamborn.
22. Utah State University – US Department of Education; “Utah State University STARS! GEAR UP Partnership”; \$2,366,400 Principal Investigator, Kimberly Hardiman Lott.
23. Utah State University – US Department of Education; “GEAR UP 3: Utah State University STARTS!-GEAR UP Partnership”; \$2,187,197. Principal Investigator, Colby Tofel-Grehl.
24. Utah State University – US National Science Foundation; “NSF Engineering Research Center for Advancing Sustainability through Powered Infrastructure for Roadway Electrification”; \$3,500,000. Principal Investigator, Regan Zane; Co-Investigators, Christopher Fawson, Antje Graul, Marvin W Halling, Nicholas Roberts.
25. Utah State University – NASA Jet Propulsion Laboratory; “Sun Radio Interferometer Space Experiment”; \$1,477,371. Principal Investigator, Tim Neilsen.
26. Utah State University – Air Force Research Laboratory; “Advanced Military Space Sensor Systems Task Order 3 – Hybrid Architecture Demonstrations”; \$2,391,540. Principal Investigator, Alex Pena.
27. Utah State University – Missile Defense Agency; “Wide-Field-of-View Testbed Mission Data Processing & Sensor Calibration Campaign Research & Development”; \$1,050,000. Principal Investigator, John Seamons.
28. Utah State University – Missile Defense Agency; “Future Operationally Resilient Ground Evolution Open Repository and Code Escrow”; \$3,456,782. Principal Investigator, Tom Bernhardt.
29. Utah State University – Naval Research Lab; “Maui”; \$5,250,000. Principal Investigator, Brad Petersen.
30. Utah State University – Virtual Imagery Processing Capability Ordering Period 4”; \$12,000,000. Principal Investigator, Glen Wada.



**UTAH SYSTEM OF HIGHER EDUCATION
SYSTEM OFFICE, TWO GATEWAY, SALT LAKE CITY, UTAH
VIRTUAL MEETING, ZOOM
Friday, August 21, 2020**

**COMMITTEE OF THE WHOLE
MINUTES**

Regents Present

Harris H. Simmons, Chair
Aaron Osmond, Vice Chair
Nina R. Barnes, Vice Chair
Mike Angus
Wilford W. Clyde
Jessellie B. Anderson
Jera L. Bailey
Stacey K. Bettridge
Arthur E. Newell
Patricia Jones
Lisa-Michele Church
Scott Theurer
Crystal Maggelet
Shawn Newell
Candyce Damron
Glen Rivera
Alan E. Hall
Sanchaita Datta

Regents Absent

Office of the Commissioner

Dave R. Woolstenhulme, Commissioner of Higher Education
Rich Amon, Chief Financial Officer
Geoffrey Landward, Deputy Commissioner and General Counsel
Jessica Gilmore, Associate Commissioner of Workforce Development
Malissa Jones, Office Manager

Institutional Presidents Present

Chad Campbell, Bridgerland Technical College
Richard B. Williams, Dixie State University
Clay Christensen, Mountainland Technical College
Denece G. Huftalin, Salt Lake Community College
Scott L. Wyatt, Southern Utah University
Paul Hacking, Tooele Technical College
Ruth V. Watkins, University of Utah
Astrid S. Tuminez, Utah Valley University

Darin Brush, Davis Technical College
Kelle Stephens, Dixie Technical College
Jim Taggart, Ogden-Weber Technical College
Brad J. Cook, Snow College
Brennan Wood, Southwest Technical College
Aaron Weight, Uintah Basin Technical College
Noelle Cockett, Utah State University
Brad L. Mortensen, Weber State University

Chair Simmons called the meeting to order at 9:02 a.m.

Committee of the Whole

Oath of Office

Justice John Pearce, Utah Supreme Court administered the oath of office for the Utah Board of Higher Education members.

Board Member Introductions

Board members briefly introduce themselves.

Distinguished Guests Remarks

Remarks provided by Speaker Brad Wilson, Lt. Governor Spencer Cox and Senate President Stuart Adams.

Resolution of Appreciation (TAB E)

Board member Church read a resolution honoring David Feitz. **Board member Church made a motion approve the resolution; Board member Clyde seconded the motion and the motion passed.**

Institutional Updates

Institutional updates were provided by President Christensen, Mountainland Technical College and President Tuminez, Utah Valley University.

Board Training (TAB F-J)

Geoff Landward provided Board members training on the following items:

- a. Board of Higher Education Statutory Responsibilities (TAB F)
- b. Institutional Roles and Mission (TAB G)
Board member Jones made a motion to adopt the institutional missions and roles; Board member Church seconded the motion and the motion passed.
- c. Delegated Duties and Responsibilities (TAB H)
Board member Church made a motion to adopt the delegated duties and responsibilities; Board member Maggelet seconded the motion and the motion passed.
- d. Board Workflow (TAB I)
- e. Board Policy-making Process
- f. Committee Responsibilities (TAB J)
- g. Ethics Act
- h. Bridge Training

Equity Resolution (TAB K)

Chair Simmons discussed the resolution with the Board. **Board member Barns made a motion approve the resolution; Board member Shawn Newell seconded the motion and the motion passed.**

Learn and Work Program (TAB L)

Jessica Gilmore provided updated information on the Learn & Work Program. This was a discussion item only; no action was taken.

2021-2022 Budget Process Guidelines (TAB B)

Board member Church made a motion to approve the general Budget Guidelines and budget framework for the Utah System of Higher Education operating and capital budget requests for fiscal year 2021-2022; Board member Clyde seconded the motion and the motion passed.

Dixie State University – Series 2020 Revenue Bonds (TAB A)

Board member Clyde made the motion to approve the proposed Authorizing Resolution to issue General Revenue bonds for the Dixie State University Greater Zion Stadium; Board member Arthur Newell seconded the motion and the motion passed.

General Consent Calendar (TAB M)

On a motion by Board member Angus and seconded by Board member Jones the following items were approved on the Regents' General Consent Calendar

- *Minutes - Minutes of the Board meeting July 1, 2020*
- *R120, Board of Higher Education Bylaws*
- *Dixie State University – Series 2020 Revenue Bonds*
- *USHE – 2021-2022 Budget Process Guidelines*
- *USHE – 2020-21 Performance Funding Allocations*
- *USHE – Student Loan Revenue Bond Adjustment*
- *Academic and Student Affairs Items*
- *Finance and Facilities Items Grant Proposals*
- *Awards*

COVID-19 Discussion

Spencer Jenkins introduced the COVID-19 institution updates topic. President Christensen, Mountainland Technical College and President Watkins, University of Utah presented information on the institution's plan for the Fall semester. Robert Wagner, Utah State

University provided an online course demo for the Board. This was a discussion item only; no action was taken.

UHEAA and my529 Update

Board member Church gave a short update on the UHEAA Board and the my529 program. This was an information item only; no action was taken.

Transfer Council Update

Vice Chair Barns provided an update to Board members about the work being done on the Transfer Council. This was an information item only; no action was taken.

On a motion by Board member Data and seconded by Board member Barns, the meeting was closed.

The meeting adjourned at 4:03 p.m.

Geoffrey Landward, Secretary

Date Approved: