



**UTAH BOARD OF HIGHER EDUCATION  
TELECONFERENCE  
Friday, January 15, 2020**

AGENDA

9:00 AM – 10:30 AM

1. Call to Order
2. Closed Session

10:30 AM – 12:00 PM

COMMITTEE OF THE WHOLE

1. Student Update
  - a. Joshua Gardner, Ogden-Weber Technical College
  - b. Marcela Rodriguez, Weber State University
  - c. Kamryn Price, Davis Technical College

ACTION ITEMS:

- |   |       |
|---|-------|
| 1. J. Willard and Alice S. Marriott Foundation Resolution | TAB A |
| 2. Prior Learning Assessment Policy                       | TAB B |
| 3. Legislative Summary                                    | TAB C |
| 4. General Consent Calendar                               | TAB D |
| 5. System Strategic plan                                  | TAB E |
| 6. Search Firm Authorization                              |       |

INFORMATION ITEMS:

- |                          |       |
|--------------------------|-------|
| 1. Innovation Task Force | TAB F |
| 2. COVID – 19 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 (801-646-4783), at least three working days prior to the meeting. TDD # 801-321-7130.*



## *RESOLUTION OF APPRECIATION*

WHEREAS, The J. Willard and Alice S. Marriott Foundation made a generous donation to bring Utah college and university students comprehensive, evidence-based mental health support through The JED Foundation in 2020; and

WHEREAS, The J. Willard and Alice S. Marriott Foundation was established in 1965 with the purpose of giving back to the community; and

WHEREAS, the need and concern for student safety, as well as mental health and wellness, has been increasing on national and local campuses, especially as new studies emerge indicating the negative impact the coronavirus pandemic has had on the mental health of college-aged adults and those who come from underserved populations; and

WHEREAS, in addition to providing substantial support for the JED Campus program, The Marriott Foundation is also providing funding to enable JED to annually convene the participating institutions to analyze statewide data trends, share knowledge and resources, and discuss promising practices as it relates to college student mental health; and

WHEREAS, since 2020, the state's two systems of higher education merged into a joint Utah System of Higher Education; and

WHEREAS, the Utah Board of Higher Education is seeking additional funding support for all eight technical colleges to access the same tailored mental health support services through The JED Foundation this year; and

WHEREAS, The JED Foundation is a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults. JED partners with high schools and colleges to strengthen their mental health, substance misuse, and suicide prevention programs and systems. JED equips teens and young adults with the skills and knowledge to help themselves and each other by providing the tools, resources, and training needed to support student mental health and well-being, with an explicit emphasis on supporting those who face barriers to critical services; and

WHEREAS, USHE's sixteen institutions are committed to promoting student safety and wellness, a central component of which is supporting student mental health and well-being; and

WHEREAS, thanks to the generous donation from The J. Willard and Alice S. Marriott Foundation, The JED Foundation partnership will make a profound impact on Utah communities and students;

NOW, THEREFORE, BE IT RESOLVED, that the Utah Board of Higher Education, joined by the USHE Commissioner of Higher Education and his entire staff, and institution presidents, faculty, and staff, extend their deepest thanks to The J. Willard and Alice S. Marriott Foundation and look forward to the partnership with The JED Foundation over the coming years to strengthen and improve mental health and well-being on college campuses.

Dated this 15<sup>th</sup> day of January, 2021.

A handwritten signature in black ink, appearing to read "Harris H. Simmons".

Harris H. Simmons, Chair  
State Board of Regents



A handwritten signature in black ink, appearing to read "Dave R. Woolstenhulme".

Dave R. Woolstenhulme  
Commissioner of Higher Education



# MEMORANDUM

TAB B

January 15, 2021

## Updates to the Prior Learning Assessment Policy, R472

In 2019, the Utah Legislature passed [H.B. 45, Higher Education Credit Amendments \(53B-16-110\)](#) requiring the Utah System of Higher Education to establish policies that provided minimum standards for all institutions regarding accepted forms of prior learning assessments, awarding credit for prior learning, and institutional procedures for prior learning. In November 2019, the former USHE Board of Regents enacted [Policy R472](#), which established minimum standards and processes for awarding prior learning credit. After a year of implementation, it was clear that the policy needed to provide additional details on:

- Communication to faculty, advisors, and current and prospective students regarding standards and costs related to credit for prior learning and prior learning assessments;
- Required training of faculty and advisors on prior learning assessment standards and process; and
- Portfolio-specific prior learning assessments.

These more detailed standards are included in the attached draft of the updated Policy R472.

### Commissioner's Recommendations

The Commissioner recommends that the Board approve the proposed updates to Policy R472.

### Attachments:

## R472, Credit for Prior Learning<sup>1</sup>

**R472-1 Purpose:** The Utah Legislature, the Governor and the Utah Board of Higher Education have identified higher education as a key to economic prosperity and quality of life. One of the Board's top priorities is ensuring students complete a certificate or degree as quickly and affordably as possible. One proven method to increase completion rates and keep the cost of attendance low is awarding credit through prior learning assessments (PLA). This policy establishes the process and minimum standards by which students attending USHE institutions may earn academic credit through prior learning assessment.

### R-472-2 References

- 2.1** Utah Code §53B-16-105, Common Course Numbering—Credit by Examination Transferability of Credits—Agreement with Competency-Based General Education Provider
- 2.2.** Utah Code §53B-16-107, Credit for Military Service and Training – Transferability – Reporting
- 2.3** Utah Code §53B-16-110, Credit for prior learning—Board plan and policies—Reporting
- 2.4** Regent Policy R470, General Education, Common Course Numbering, Lower Division, Pre-Major Requirements
- 2.5** Regent Policy R471, Transfer and Articulation of Credit (pending approval)
- 2.6** Regent Policy R473, Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats)
- 2.7** Recommended Standards in Prior Learning Assessment (PLA) Policy and Practice for Tennessee Public Colleges and Universities (2012)<sup>2</sup>

### R472-3 Definitions

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<sup>1</sup> Adopted November 15, 2019

<sup>2</sup>

[https://www.insidehighered.com/sites/default/server\\_files/files/Recommendations%20for%20Standards%20in%20PLA%20-%20Final%20Version%201-1.pdf](https://www.insidehighered.com/sites/default/server_files/files/Recommendations%20for%20Standards%20in%20PLA%20-%20Final%20Version%201-1.pdf). This policy draws heavily from the Tennessee System of Higher Education's Recommended Standards.

**3.1 “Advanced Placement (AP) Exams”** A series of tests developed by the College Board initially for AP High School courses.

**3.2 “American Council on Education (ACE) Guides”** Published credit recommendations for formal instructional programs and examinations offered by non-collegiate agencies (including civilian employers, the military, professional associations, and other workplace related-training).

**3.3 “College Level Examination Program (CLEP) Exams”** Tests of college material offered by the College Board.

**3.4 “Defense Activity for Non-Traditional Educational Support Subject Standardized Tests (DSSTs)”** DSSTs are examinations administered by Prometric. While originally being restricted to active and retired military personnel, these tests are now available to civilians.

**3.5 “Excelsior College Examination Program (ECE)”** Formerly, Regents College Exams or ACT/PEP Exams, these are examinations for college credit offered by Excelsior College, NY.

**3.6 “Institutional Course Challenge Examination Credit”** A course-specific examination which academic programs may provide and by which students may demonstrate college level competency and receive credit for the course.

**3.7 “International Baccalaureate Programmes (IB)”** The International Baccalaureate is an internationally accepted qualification program for students who have completed a specific two-year high school curriculum and demonstrated competency through exams in languages, experimental sciences, social sciences, and mathematics.

**3.8 “Program Evaluations/Evaluations of Industry and Workplace Experience”** – Evaluations of non-collegiate instructional programs, such as but not limited to those for industry certifications, professional licensures, apprenticeships, and other workplace trainings that demonstrate competency required for completion of degree or certificate programs,

**3.8.1 “Apprenticeship”:** Apprenticeship is a combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs can be sponsored by individual employers, joint employer and labor groups, and/or employer associations.

**3.8.2 “Certification”:** Certification is a designation an individual earns outside an institution of higher education that ensures the individual is qualified to perform a task or

job. Certification differs from licensure in that certification is an employment qualification and not a legal requirement for practicing a profession

**3.8.3 “Professional Licensure”:** Professional licensure protects the public by enforcing standards that restrict practice to individuals who have met specific qualifications in education, work experience, and exams. Licensure is a means by which “permission to practice” is regulated. Licensure is required by law for some professions.

**3.9 “Portfolio Review (or portfolio assessment)”** Assessment of samples of a student’s individual work related to the specific skills, theoretical background, and content knowledge of a particular course or courses which are evaluated by department faculty. Students prepare a portfolio to demonstrate and measure learning acquired outside of the classroom. Portfolio samples must include documentation such as work products, writing samples, performances, artwork, evidence of self-directed learning, and resumes, etc. and may require demonstration of critical thinking and disciplinary application.

**3.10 “Prior Learning”** Knowledge, competencies, and skills aligned with academic outcomes that are acquired through formal or informal education outside a traditional academic environment or at the initiative of the individual learner, including through participation in employer training programs, military service, and independent study.

**3.11 “Prior Learning Assessment (PLA)”** A proven, validated process through which faculty subject matter experts evaluate a student’s previously learned competencies in a particular field and grant college credit when appropriate. The process may be performed by USHE faculty or by faculty at other institutions contracted by a national third-party assessor, such as the American Council on Education (ACE), the Council on Adult and Experiential Learning (CAEL), and the National College Credit Recommendation Service (NCCRS).

**3.12 “Prior U.S. Military Training Credit”** College credit for military training and service as recorded in the student’s Joint Services Transcript.

**3.13 “Thomas Edison State College Examination Program (TECEP)”** TECEP exams are tests for college credit offered by Thomas Edison State College, NJ.

**3.14 “Transfer Credit”** Credit earned at a post-secondary institution of higher education and recorded on a student’s official transcript. Recorded transfer credit is evaluated by the receiving institution to determine if it is accepted or not and to determine how accepted credit applies to degree requirements. Credit awarded by a USHE institution will transfer to other USHE institutions with applicable academic programs.

**3.15 “System Transfer Guide”** A USHE-licensed, online tool that enables students to assess credit transferability between USHE institutions.

**3.4 “Operational Costs”** The costs to institutions to administer and evaluate credit for prior learning.

#### **R472-4 General Standards**

**4.1** USHE institutions must develop a robust program for PLA in accordance with the standards of this policy.

**4.2** PLA credits awarded by any USHE institution are equivalent to the same credits earned at any USHE institution for traditional classroom-based college-level learning. PLA credits will transfer as equivalent among USHE institutions consistent with Board Policy R470—Common Course Numbering, Lower-Division, Pre-Major Requirements, Transfer of Credits, and Credit by Examination.

**4.3** Institutions shall award or deny PLA credits consistent with this policy and in accordance with the standards of the Northwest Commission on Colleges and Universities (NWCCU).

**4.4** Credits awarded through prior learning assessments are for demonstrated college-level learning articulated to recognized college courses and programs, as determined by faculty/subject matter experts. It is not credit awarded simply based on experience. The assessed learning outcomes must reflect an appropriate breadth, depth, sequencing, and synthesis of learning to demonstrate its relevance to degree programs and its alignment with course content, rigor, and quality of the awarding institution and across all USHE institutions.

**4.5** Institutions must vigorously communicate to students the availability of and process for earning credits via PLA.

#### **R472-5 System Responsibilities**

**5.1 Prior Learning Committee:** The Commissioner of Higher Education shall appoint a Prior Learning Committee to establish and maintain minimum standards for all USHE institutions for awarding PLA established in this policy. The committee will annually review methods of PLA through which institutions award credit and the total amount of credit for prior learning the institution awarded to determine trends, student academic outcomes, and update this policy to meet its purpose. The committee will also ensure information technology systems will consistently record and track data collected related to prior learning, as well as enable accurate reports.

**5.2** The System Transfer Guide will provide system-wide and institutional information on how credit awarded through prior learning assessments will transfer within the system.

**5.3** The Board shall annually review institutional policies and processes to ensure they comply with this policy.

## **R472-6 Institution Responsibilities**

**6.1 Institutional PLA Policy:** Institutions shall establish policies on awarding credits for learned acquired in extra-institutional settings (structured and non-structured) through prior learning assessments that remove restrictions to access, expand the range of educational opportunities, and record awarded credits on the student's transcript.

**6.2 Implementation:** USHE institutions are responsible to implement credit for prior learning within the context of their missions, roles, student needs, and academic programs. Each institution's chief academic officer or designee is responsible to oversee credit awarded for prior learning. Institutions shall comply with this policy and provide students with prior learning assessment opportunities as deemed appropriate by its faculty. Institutions will work with the Board to support all prior learning assessment efforts.

**6.3 Communication to students:** Institutions shall inform students of opportunities to earn college credit via PLA through advising, institutional websites, catalogs, and the Utah Transfer Guide. Institutions shall provide students at minimum the following information:

- 6.3.1** Accepted forms of prior learning assessments;
- 6.3.2** How credit is awarded for prior learning;
- 6.3.3** Potential impacts on financial aid;
- 6.3.4** Transferability of credit for prior learning among institutions;
- 6.3.5** How prior learning is transcribed; and
- 6.3.6** Costs associated with PLA and earned credit.

**6.4** Each institution must maintain a central landing page on the institutional website to provide information on all available PLA options and explain the processes for requesting assessments, how credit is awarded for prior learning, and the appeals process.

## **6.5 Training**

**6.5.1** Institutions' chief academic officers and chief student affairs officers are responsible for providing training on PLA methods, standards, costs, transcription requirements, and processes to faculty, advisors, registrars, bursars, and other support staff.



**6.5.2** Institutions shall train faculty on designing and implementing portfolio-specific prior learning assessments.

**6.5.3** Institutional training programs for faculty and staff should include:

**6.5.3.1** Guides for Portfolio development and format

**6.5.3.2** Application of Portfolio assessment rubrics

**6.5.3.3** Institution-specific practices (administrative, etc)

**6.5.4** Reviewers also should have opportunities for ongoing professional development in portfolio assessment in order to maintain validity and reliability of assessments

#### **R472-7 Reporting**

**7.1** Institutions shall annually report to the Board each form of prior learning assessment through which they provide credit, the total amount of PLA credit the institution awarded students, the number of students who have been awarded credit for prior learning, and updates to institutional policies and procedures.

**R472-8 Accepted Forms of PLA** Institutions shall award credit for prior learning from the following sources:

**8.1** Learning acquired through extra-institutional settings, including military service.

**8.2** Nationally recognized, standardized exams, including:

**8.2.1** Advanced Placement (AP);

**8.2.2** College-Level Examination Program (CLEP);

**8.2.3** DANTES Subject Standardized Tests (DSST); and

**8.2.4** Excelsior College Examination Program (ECE)

**8.2.5** International Baccalaureate (IB)

**8.2.6** Thomas Edison State College Examination Program (TECEP)

**8.3** Nationally recognized organizations, including:

**8.3.1** American Council of Education (ACE);

**8.3.2** National College Credit Recommendation Service (NCCRS); and

**8.3.3** Board-approved postsecondary associations.

**8.4** Faculty-determined assessments for each institution, including:

**8.4.1** Course Challenge Exams;

- 8.4.2** Portfolio Assessments;
- 8.4.3** Individual Performance Assessments; and
- 8.4.4** Program evaluations of non-collegiate programs or training courses to recognize proficiencies; and
- 8.4.5** Evaluations of industry and workplace credit.

## **R472-9 Awarding Credit**

**9.1** When a student successfully demonstrates college-level learning, institutions shall award credit and record the credit on the student's transcript. Institutions are not obligated to assess prior learning that does not articulate with courses they offer.

**9.1.1** Awarded credit will be recorded on the transcript as "Credit for Prior Learning";

**9.1.2** The form of PLA method will be recorded on the transcript;

**9.1.3** Credit will be recorded as the awarded institution's course including prefix & number, title, and credits awarded.

**9.2** Credit earned through prior learning will apply toward appropriate general education, degree, or certificate requirements and should not be awarded if it duplicates credit already earned. Upon transfer within the USHE, a student may present a transcript from a USHE institution to a receiving USHE institution to determine the applicability of credit to the student's chosen major. The receiving institution shall evaluate the credit to be transferred pursuant to board policy. This information should also be marked in the Utah Transfer Guide where possible.

### **9.3 System-wide minimum scores and maximum credits for standardized exams:**

USHE Faculty Major Committees shall meet to make recommendations on the minimum scores/maximum credits and course equivalencies for which students may receive credit for AP, CLEP, DSST, and IB exams and other nationally recognized exams when applicable; those recommendations are forwarded to the Utah Board of Higher Education for approval. These minimum scores, maximum credits, and course equivalencies are standardized across the USHE institutions and will be retained following transfer to another USHE institution.

**9.4 Transparency of the award/denial of PLA credit:** Institutions must adhere to the following procedures when a student has applied for PLA credit:

**9.4.1** Portfolio and performance assessments: Assessor must provide to the student a rationale for the amount of credit awarded and a written explanation of the portfolio evaluation, regardless of outcome.

**9.4.2** Other forms of PLA credit: If credit is denied for a course equivalency, an explanation or justification must be made available to the student. Where system-wide course equivalencies have been established, they must be honored by institutions.

**9.5 Appeals:** Institutions shall establish and communicate a process for students to appeal PLA credit determinations. When practicable, institutions' appeals processes should closely mirror existing academic appeals processes for traditional and transfer courses.

**9.6 Applicability to a student's major:** Institutions should advise students about expectations and limitations of credit for prior learning. In particular, institutions should work with students to identify possible alignment of their previous experiences with academic programs, advise them on requesting prior learning assessments, and advise students to pursue credit for prior learning that aligns with general education requirements or courses within a student's major, but not for credit that would be extraneous to their degree or that duplicates credit they have already earned.

**9.7 Credit for Current and Former Military Personnel:** Pursuant to Utah Code 53B-16-107, all USHE institutions shall provide written notification to each student applying for admission that the student is required to meet with a college advisor in order to receive credit for military service and training. Upon student request, USHE institutions will provide credit based on a review of recommendations from a Board-approved postsecondary association to include the American Council on Education and other sources as may be deemed appropriate by the institution. To receive credit under this provision, current and former military personnel must meet with an academic advisor to discuss applicability of credit to program requirements, possible financial aid implications, and other factors that may impact attainment of the student's educational goals, such as competencies that are transferable to a course of study. Upon transfer within the USHE, a student may present a transcript from a USHE institution to a receiving USHE institution to determine the applicability of credit to the student's chosen major. The receiving institution shall evaluate the credit to be transferred pursuant to this policy. To receive credit under this provision, current and former military personnel must meet with an academic advisor to discuss chosen major. The receiving institution shall evaluate the credit to be transferred pursuant to this policy.

**9.7.1 Processes for Evaluation of Credit for Current and Former Military Personnel:** Representatives from USHE institutions who have responsibility for veterans' services shall meet at least annually to review institutional policies and practices relative to awarding credit for current and former military personnel with the goal of maintaining consistent system-wide practices for evaluating and awarding credit pursuant to Section 9.5.

**9.7.2** For ACE-evaluated military credit, students must request and submit to the institution an official transcript/ACE Guide.

**9.8 Portfolio Assessment:** Portfolio assessments are particularly variable and complex in their procedures. Unlike other forms of PLA, portfolio assessments place the greatest burden on the individual institutions to develop procedures and evaluate the credit, while also making the most demands on students to demonstrate their learning. Institutions should develop processes for students to petition for and receive credit for knowledge and skills related to particular courses or courses of study for which there are not existing PLA options and for which a portfolio would be a viable option. That process should include the following elements:

**9.8.1** Designating advisors or mentors who can work with students wanting to petition for credit to help them examine their previous learning experiences, identify their college-level knowledge, and determine if that knowledge fits within their degree plan.

**9.8.2** Assigning a faculty member, a department chair, or dean to determine whether a portfolio or other type of individualized prior learning assessment would be most suitable for demonstrating content mastery for particular courses within the student's degree plan. If a portfolio is the best option, the student and the faculty member will identify the specific skills, theoretical background, and content knowledge of the associated course or courses and the types of work samples or documentation of college-level knowledge the student should prepare to demonstrate proficiency, in alignment with the recognized competencies and expected learning outcomes of the course.

**9.8.3** Opportunities for students to request feedback from the faculty member as they prepare their portfolios.

**9.8.4** Once a student submits a portfolio, the faculty member or a faculty assessment committee reviews it and determines whether the portfolio merits awarding course-equivalent credit.

**9.8.4.1** Only faculty academically qualified in the relevant discipline and who are appropriately credentialed should be assigned to assess portfolios.

**9.8.5** Institutions should clearly inform students of the following and provide them with examples:

**9.8.5.1** What a portfolio is – its length, the work involved, and required documentation

**9.8.5.2** What level of writing skills will be required

**9.8.5.3** That portfolio development is a self-directed activity

**9.8.5.4** That a portfolio is not a resume – it must include documentation of college level skills, theoretical background, and content knowledge and application of that knowledge to demonstrate achievement of commonly recognized student learning outcomes for the course and the critical thinking, problem solving and decision-making appropriate to the discipline

**9.8.5.5** That they may not earn any credit for their portfolio if it does not demonstrate adequate proficiency in the subject matter.

## **9.9 Portfolio process guidelines**

**9.9.1** For course-specific assessment, the portfolio should document the achievement of commonly recognized student learning outcomes for that course. The use of the term “commonly recognized” is meant to avoid student-created learning outcomes that are not usually tied to discipline program outcomes or specific course outcomes in accredited institutions and thus may not be appropriate for a discipline or a specific course in that discipline.

**9.9.2** The resulting portfolio, and subsequent evaluation rubric, should incorporate the following:

**9.9.2.1** Identification of critical learning events experienced by the student

**9.9.2.2** Breadth and depth of new knowledge and skill(s) acquired

**9.9.2.3** The relationship of new knowledge and skill(s) with appropriate theory/concepts associated with academic discipline and degree program

**9.9.2.4** The application of new knowledge and skill(s)

**9.9.2.5** Critical thinking, problem solving and decision-making skills appropriate to the course level.

**9.9.2.6** Supportive documentation to verify competency.

**9.10 Institutional Course Challenge Exams:** Institutional course challenge exams are developed by department faculty or curriculum teams and may be administered through campus testing centers or academic departments. Departments determine which courses can be challenged; the minimum standards that must be met for demonstrating adequate mastery of the course learning outcomes, skills, and knowledge; and exit competencies based on those minimum

standards. Institutions should clearly identify processes for students to prepare for the assessment, for example, by consulting with a designated faculty member in the department to discuss course content and the feasibility of taking the course challenge exam and how to prepare for the exam.

**9.11 Workplace training evaluations:** Institutions may opt to use credit recommendations from third-party faculty evaluators such as the American Council on Education (ACE) for workplace evaluations (ACE Guides) or they may individually evaluate programs. Institutions may develop assessments for workplace experience through partnerships with local employers, where appropriate, and should identify when industry certificates, professional licensure standards, and apprenticeships can equate to course credit in particular programs.

#### **R472-10 Eligibility**

**10.1** Undergraduate students must be admitted and pursuing a credit-based academic program at a USHE institution to be eligible to earn PLA credits. Students may be required to be admitted to a major for some awards of credit for prior learning.

**10.2** The number of credits awarded through prior learning may be limited by the residency requirements of accrediting bodies recognized by the U.S. Department of Education, the student degree plan, and university graduation requirements.

#### **R472-11 Transferability**

**11.1** Once recorded on a student's transcript by a USHE institution, credit earned for prior learning is transferable on the same basis as if the credit had been earned through regular study at the awarding institution.

#### **R472-12 Cost**

**12.1** Prior learning assessment fees must be transparent and reflect only the operational cost of administering a PLA program. Institutions may not charge tuition for the number of credits awarded.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB C

January 15, 2020

## 2021 Legislative Preview

The 2021 Legislative Session starts on Tuesday, January 19, 2021. Because of the extraordinary circumstances due to COVID-19, this legislative session will be different than past sessions. While legislative proceedings will take place in-person at the Utah State Capitol, House and Senate leadership are implementing protocols intended to prevent undue virus spread. Some of the unique dynamics expected:

- Limited seating in committee hearings for the general public
- No public access to House and Senate visitor galleries
- No congregating at entrances to House and Senate Chambers
- No meeting space available for outside groups.
- Modified committee room space to allow for social distancing
- Plexiglass dividers in chambers and other areas
- Dedicated tables safely spaced throughout the capitol for meetings with legislators

### Key 2021 Dates:

2021 General Session begins	Jan. 19
Higher Education Appropriations Subcommittee	Jan. 21, 25, 27, 29; Feb. 2, 4, 8, 10
Budget Subcommittees Reports to Executive Appropriations Committee	Feb. 11-12
Revised budget revenues announced (approximate)	Feb. 18
Session Adjourns	March 5

### Anticipated Legislation:

- Governance adjustments/clean-up
- Scholarship revisions
- Student Safety and Equity Commission
- 2<sup>nd</sup> Amendment
- Workforce alignment

The Commissioner and his staff will be working closely with institutional leadership, specifically presidents, legislative representatives, vice-presidents, and legal counsel, to coordinate budgetary and

legislative actions. The Commissioner will provide weekly updates to Board members and will work closely with Board leadership to coordinate Board advocacy efforts.

**Commissioner's Recommendation**

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

**Attachments:**



# Utah System of Higher Education

Financial and Performance Summary

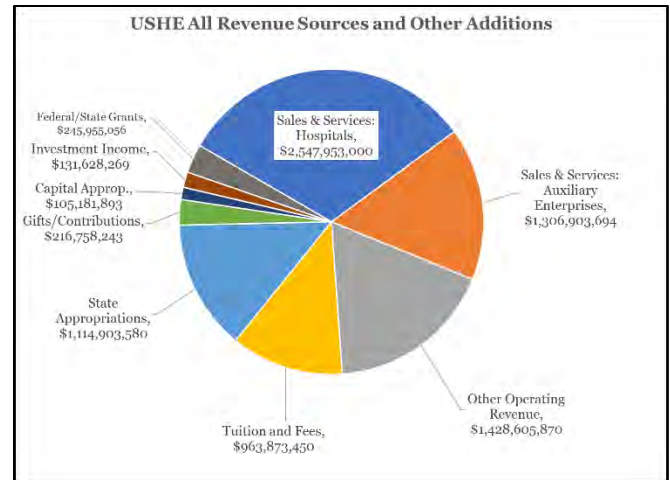
2021 General Session

# Utah System of Higher Education

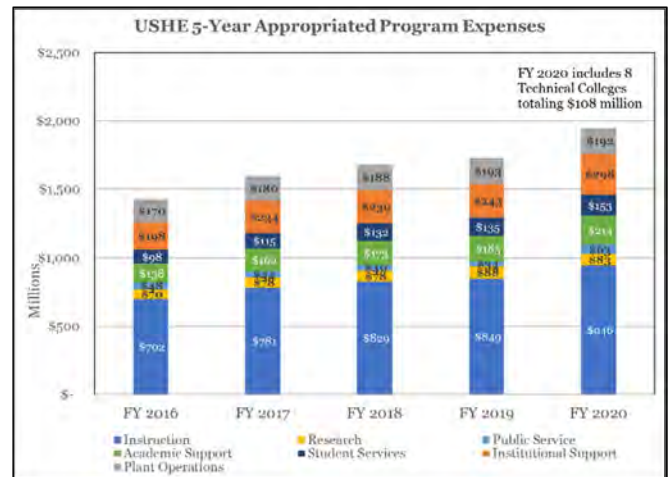
## Financial Summary 2021 General Session



Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$908,992,905	\$963,873,450
Operating Grants/ Contracts		869,453,081
Sales/Services: Auxiliaries		1,306,903,694
Sales/Services: Hospitals		2,547,953,000
Other Operating Revenue	1,473,021	477,398,871
State/ Federal Appropriations	1,070,946,270	1,114,903,580
Federal/State Grants	575,000	245,955,056
Gifts/Contributions		216,758,243
Investment Income		131,628,269
Other Non-Operating	1,092,998	14,078,685
Capital Appropriations		105,181,893
Capital Grants & Gifts		24,776,075
Additions to Endowments		42,772,290
Other Revenues	200,950,278	126,867
<b>Total Revenues</b>	<b>\$2,184,030,472</b>	<b>\$8,061,763,054</b>



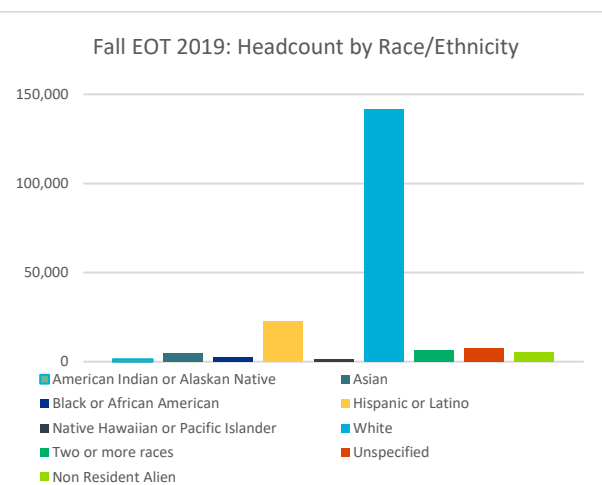
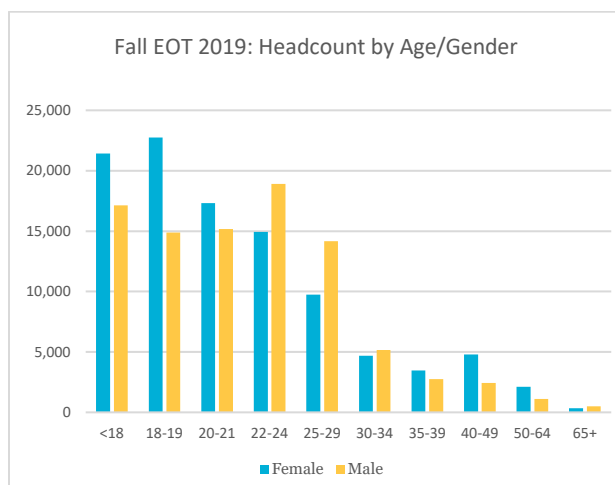
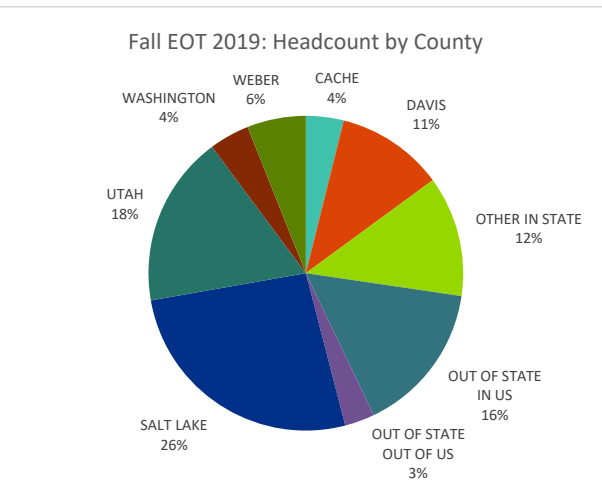
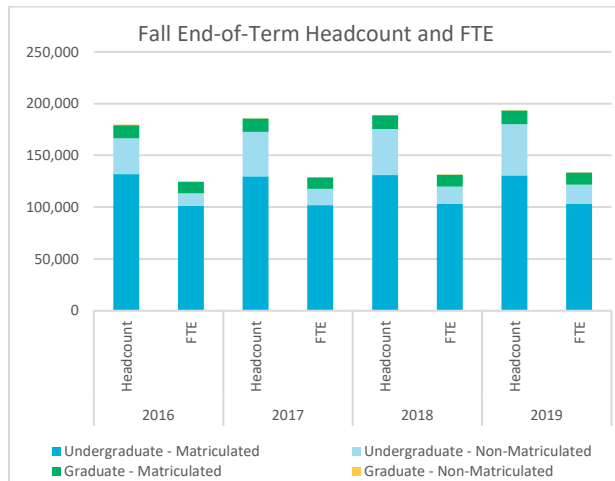
Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$945,953,978	\$1,231,411,116
Research	82,887,636	649,361,318
Public Service	62,717,691	845,462,270
Academic Support	214,159,942	347,781,829
Student Services	152,778,107	252,000,521
Institutional Support	297,718,466	369,106,403
Plant Operations	192,455,416	271,321,017
Depreciation		384,505,998
Scholarships/ Fellowships	15,419,411	212,837,211
Auxiliary Enterprises		115,777,516
Independent Operations		729,038,563
Hospital Operations		2,203,618,000
Other Expenses/ Deductions	89,336,368	132,993,018
<b>Total Program Expenses</b>	<b>\$2,053,427,015</b>	<b>\$7,745,214,780</b>



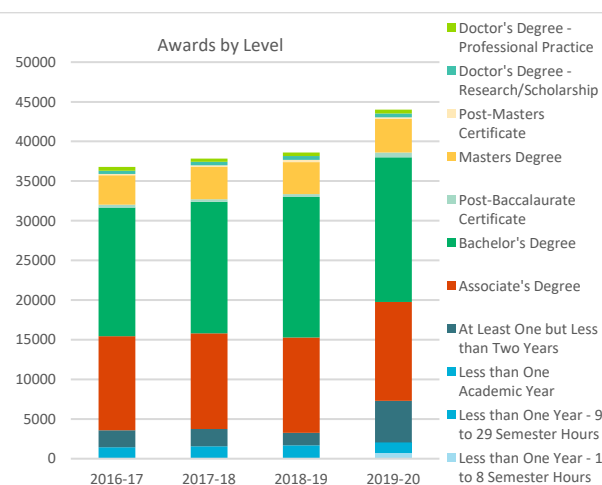
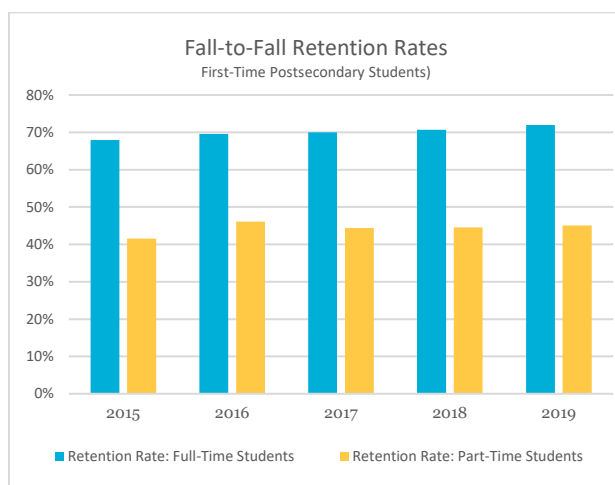
Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$461,208,711
Adjunct and TA Wages	93,484,220
Executive/Staff Wages	620,208,446
Employee Benefits	449,600,165
Travel	14,985,930
Current Expense	260,453,985
Fuel and Power	41,139,488
Equipment	22,695,216
Transfers	89,650,854
<b>Total Expenditures</b>	<b>\$2,053,427,015</b>

# Utah System of Higher Education Degree-Granting Institution System Numbers: Enrollments, Retention, and Awards

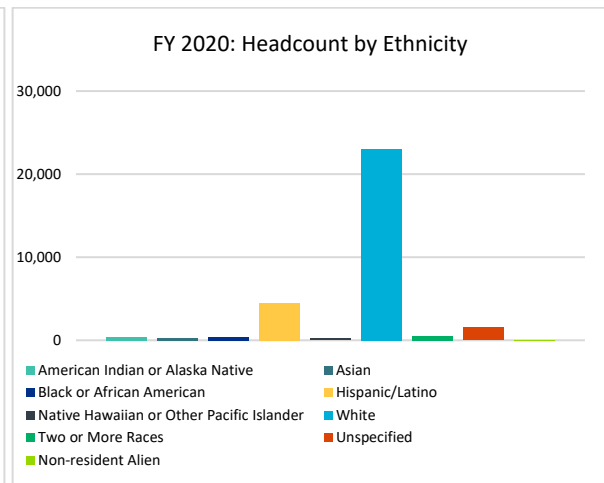
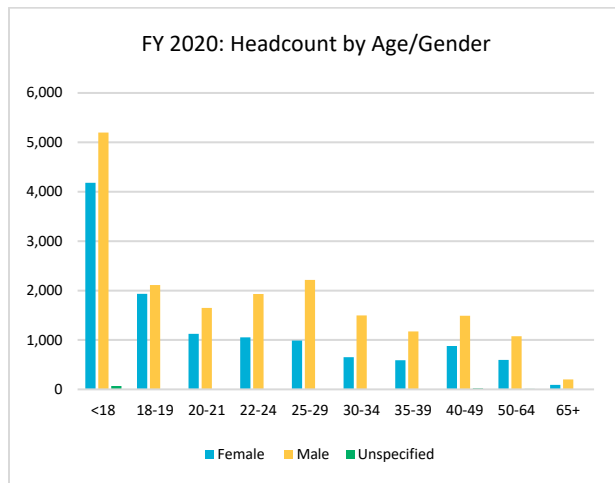
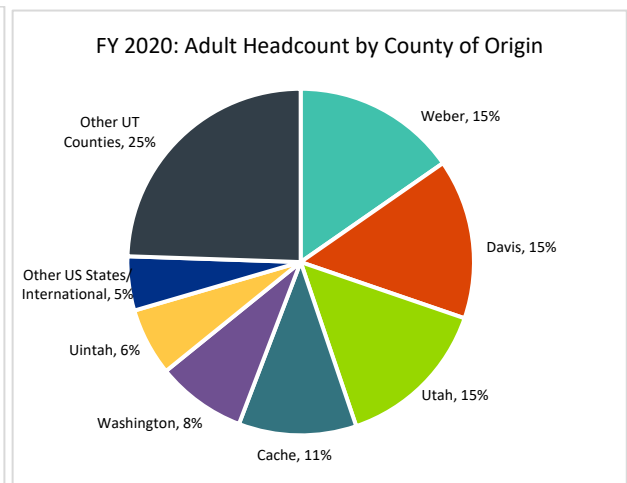
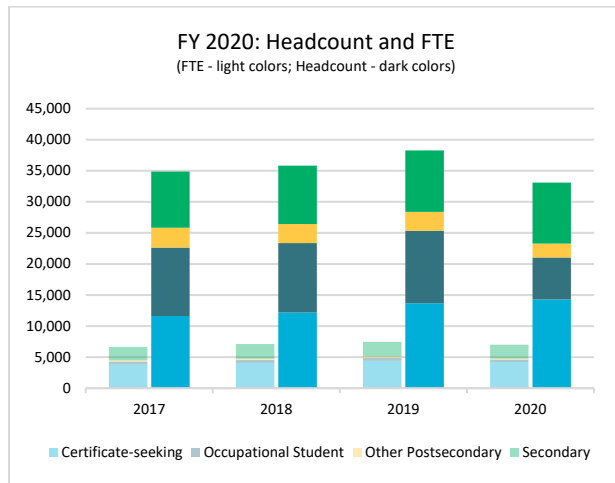
## Student Enrollment



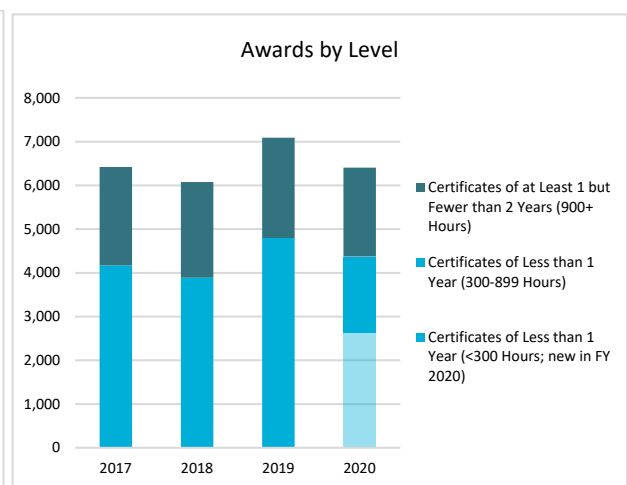
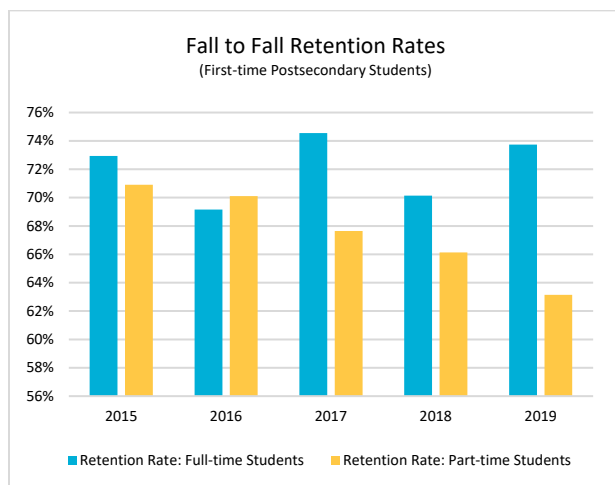
## Retention and Awards



## Student Enrollment



## Retention and Awards



# **USHE Research Institutions**

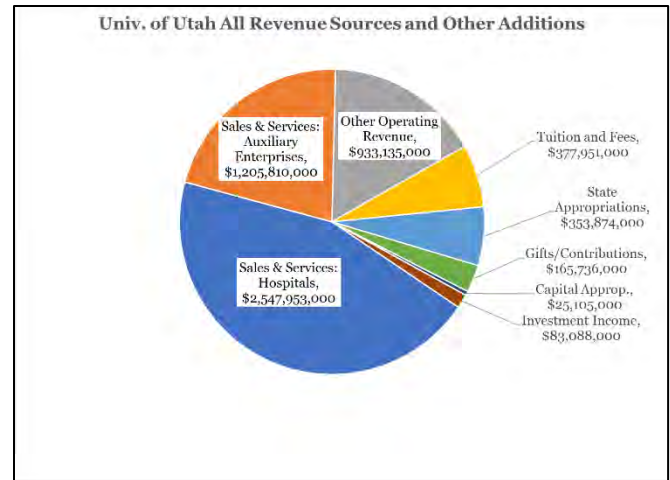
**Financial and Performance Summary**

# University of Utah

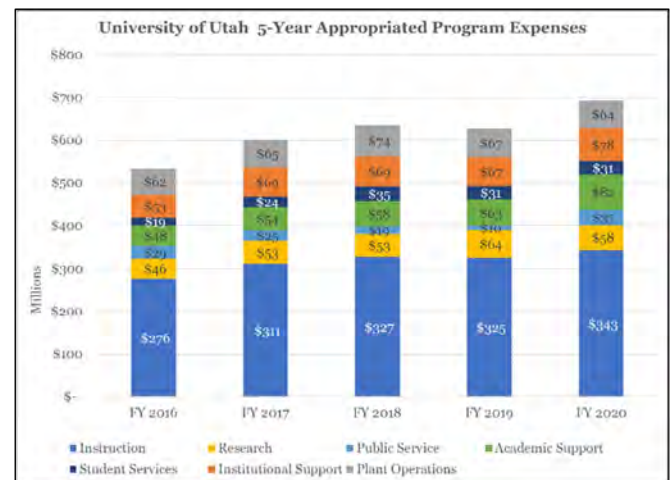
## Financial Summary 2021 General Session



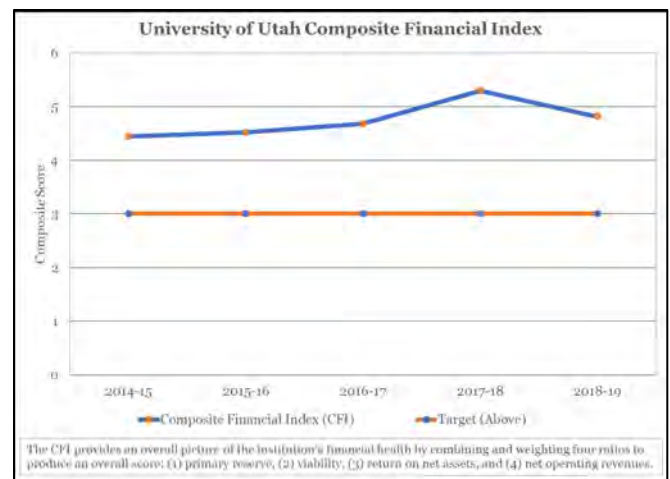
Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$ 365,366,481	\$ 377,951,000
Operating Grants/ Contracts		540,716,000
Sales/Services: Auxiliaries		1,205,810,000
Sales/Services: Hospitals		2,547,953,000
Other Operating Revenue	992,400	390,558,000
State/ Federal Appropriations	342,516,400	353,874,000
Federal/State Grants	575,000	
Gifts/Contributions		165,736,000
Investment Income		83,088,000
Other Non-Operating		(41,987,000)
Capital Appropriations		25,105,000
Capital Grants & Gifts		12,190,000
Additions to Endowments		31,658,000
Other Revenues	71,263,049	
<b>Total Revenues</b>	<b>\$780,713,330</b>	<b>\$5,692,652,000</b>



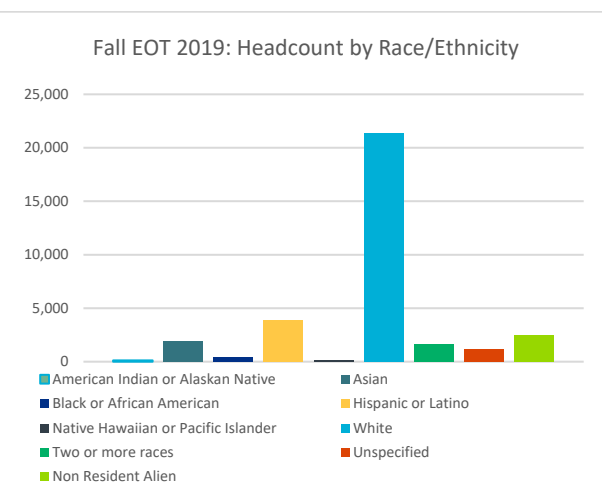
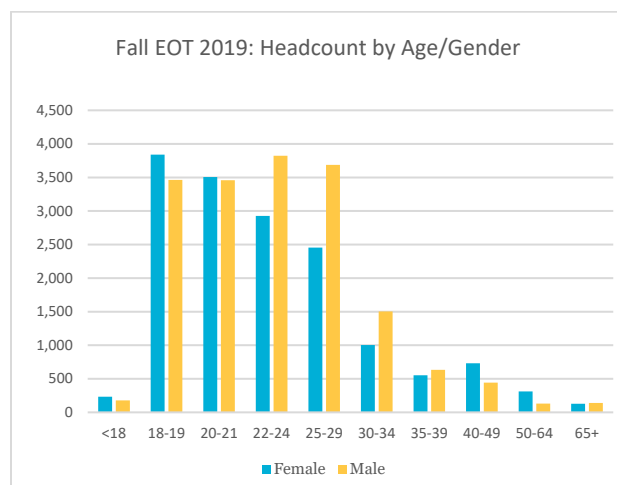
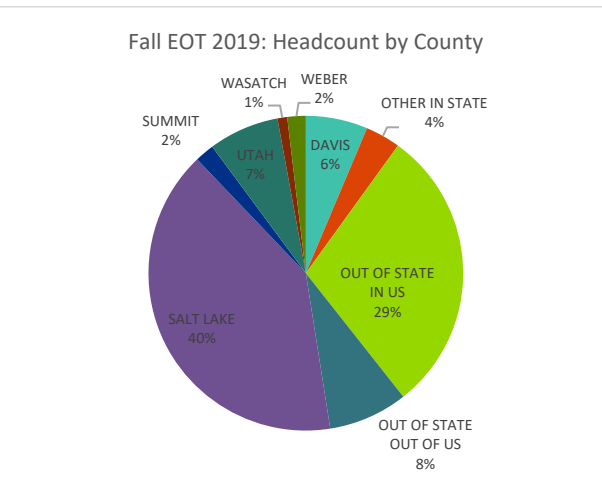
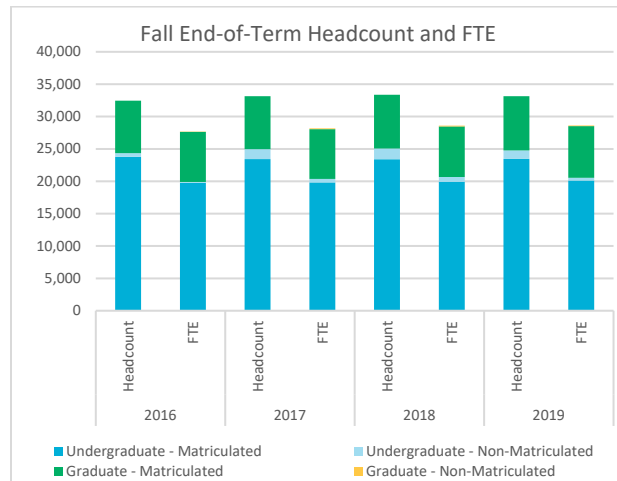
Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$ 342,586,699	\$ 564,794,000
Research	57,598,409	426,320,000
Public Service	36,548,431	733,074,000
Academic Support	82,285,425	191,340,000
Student Services	31,119,010	80,539,000
Institutional Support	77,533,534	108,179,000
Plant Operations	64,200,715	104,607,000
Depreciation		247,453,000
Scholarships/ Fellowships		55,376,000
Independent Operations		728,327,000
Hospital Operations		2,203,618,000
Other Expenses/ Deductions	21,452,355	115,570,000
<b>Total Program Expenses</b>	<b>\$713,324,578</b>	<b>\$5,559,197,000</b>



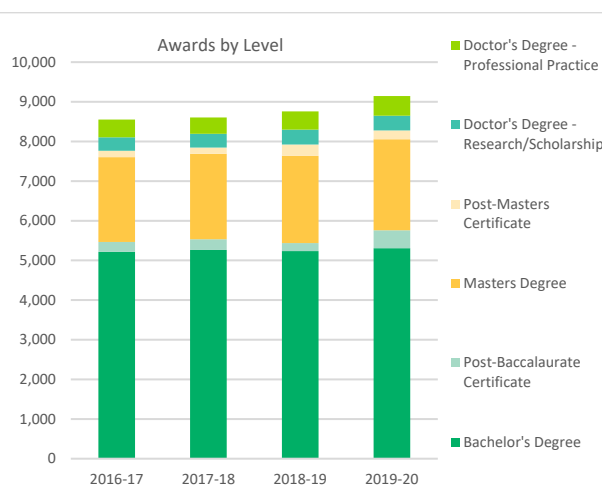
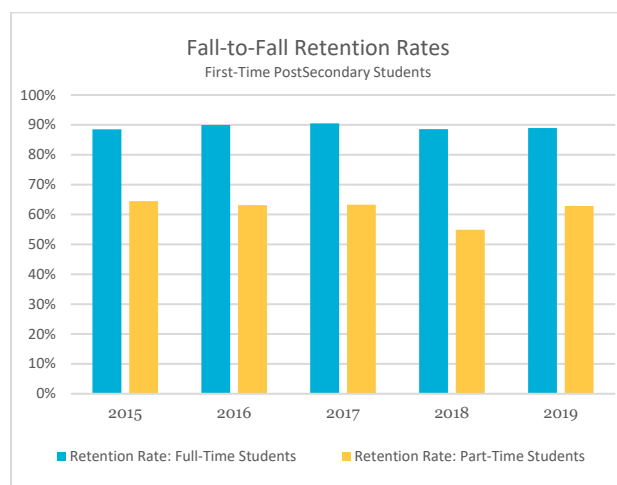
Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$ 177,499,903
Adjunct and TA Wages	31,627,213
Executive/Staff Wages	230,445,038
Employee Benefits	148,313,550
Travel	5,254,878
Current Expense	77,244,850
Fuel and Power	17,658,202
Equipment	3,828,588
Transfers	21,452,356
<b>Total Expenditures</b>	<b>\$713,324,578</b>



## Student Enrollment



## Retention and Awards



# Utah State University

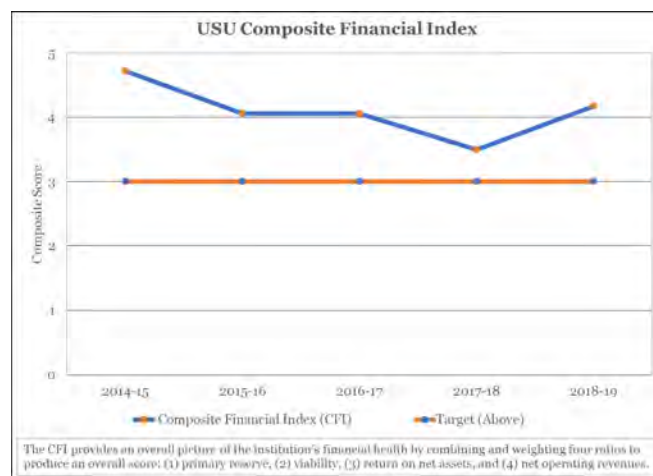
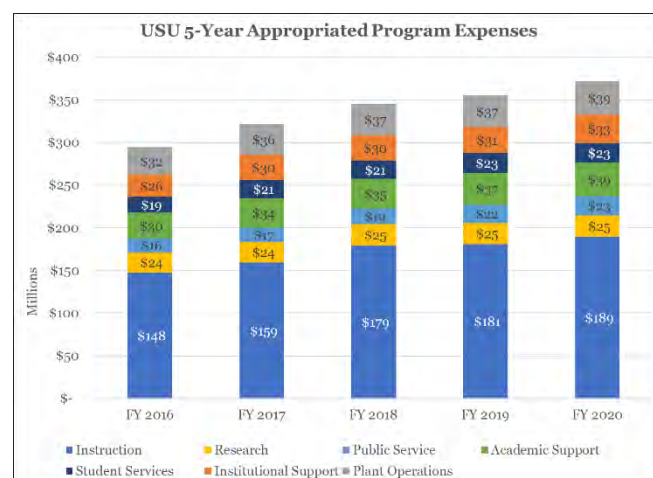
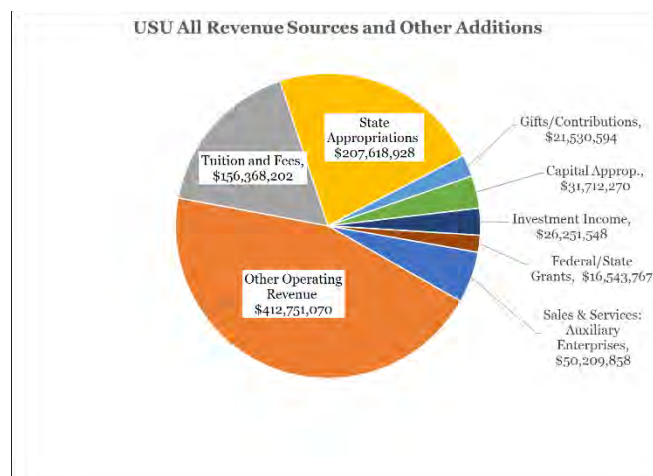
## Financial Summary 2021 General Session



Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$156,593,009	\$156,368,202
Operating Grants/ Contracts		309,962,647
Sales/Services: Auxiliaries		50,209,858
Other Operating Revenue	303,544	42,672,782
State/ Federal Appropriations	211,985,870	207,618,928
Federal/State Grants		16,543,767
Gifts/Contributions		21,530,594
Investment Income		26,251,548
Other Non-Operating	1,092,998	46,344,239
Capital Appropriations		31,712,270
Capital Grants & Gifts		7,175,623
Additions to Endowments		6,595,779
Other Revenues	54,978,063	
<b>Total Revenues</b>	<b>\$424,953,484</b>	<b>\$922,986,237</b>

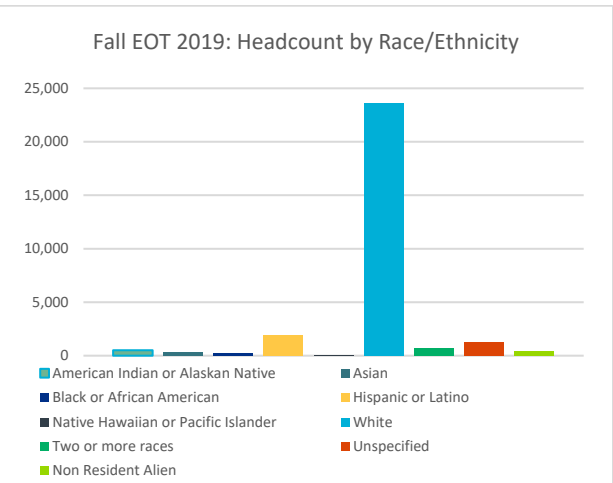
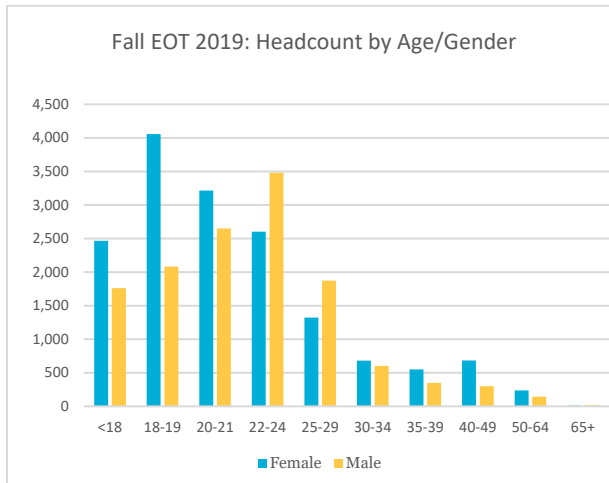
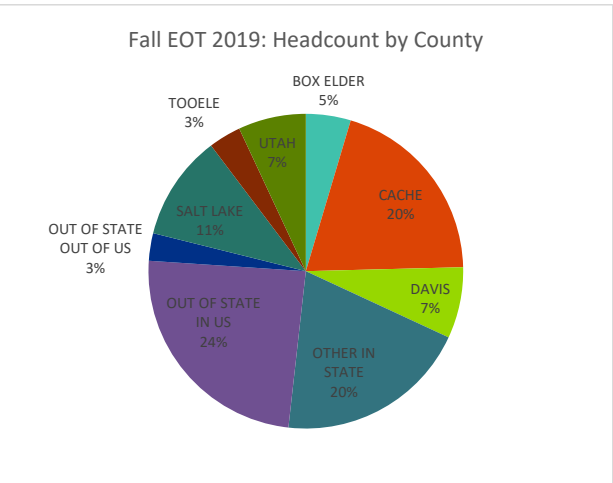
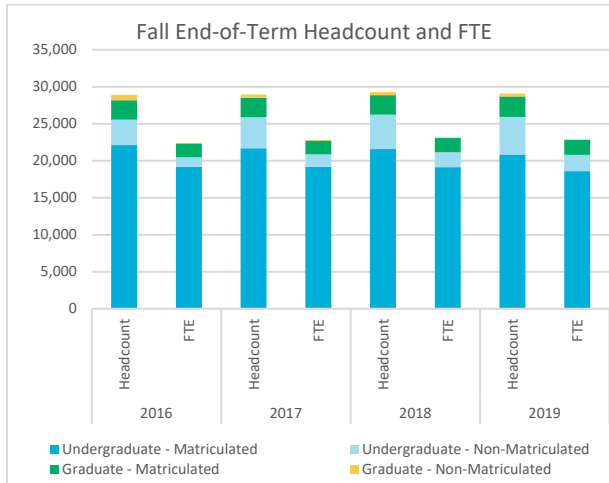
Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$189,452,574	\$198,387,868
Research	25,056,820	221,501,944
Public Service	22,803,686	79,833,444
Academic Support	38,965,738	42,450,223
Student Services	23,157,084	26,584,748
Institutional Support	33,063,419	74,047,200
Plant Operations	39,070,345	53,940,965
Depreciation		53,059,756
Scholarships/ Fellowships	2,346,310	40,410,875
Auxiliary Enterprises		43,535,171
Other Expenses/ Deductions	30,904,203	
Interest/Non-Operating		11,725,478
<b>Total Program Expenses</b>	<b>\$404,820,179</b>	<b>\$845,477,672</b>

Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$94,714,652
Adjunct and TA Wages	5,764,824
Executive/Staff Wages	116,194,415
Employee Benefits	88,167,538
Travel	3,556,320
Current Expense	52,357,959
Fuel and Power	9,666,445
Equipment	3,493,823
Transfers	30,904,203
<b>Total Expenditures</b>	<b>\$404,820,179</b>

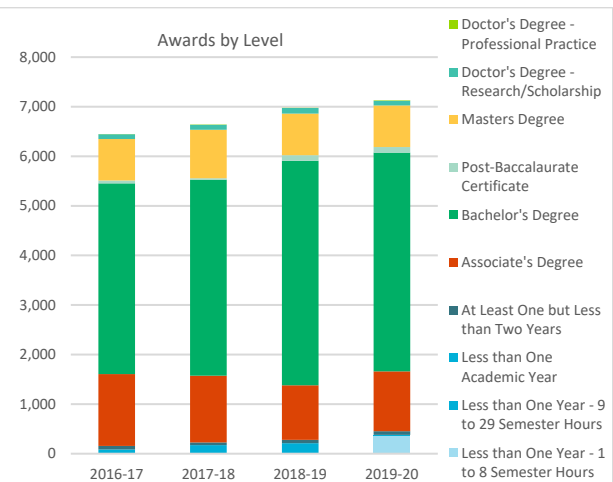
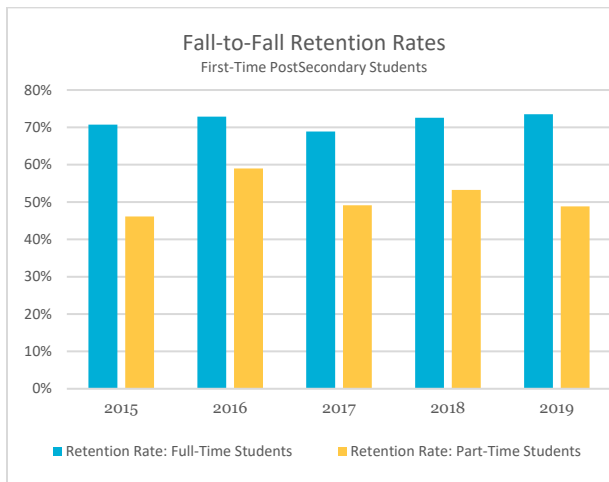




## Student Enrollment



## Retention and Awards



# **USHE**

## **Regional Institutions**

Financial and Performance Summary

# Weber State University

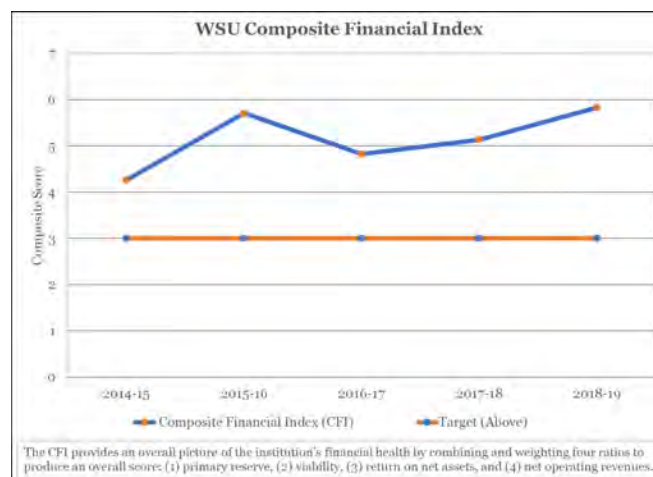
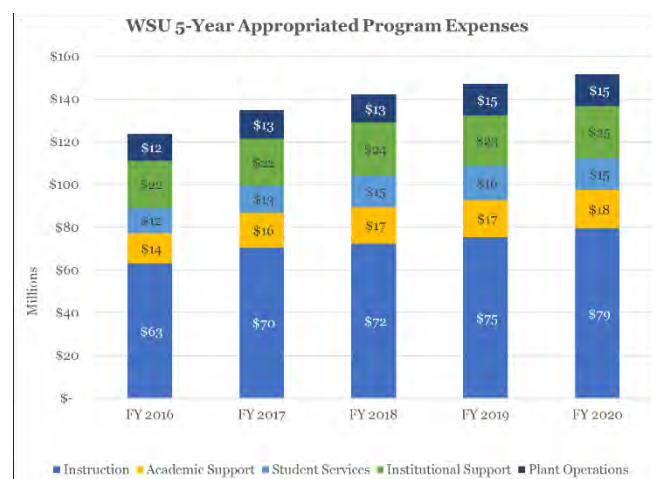
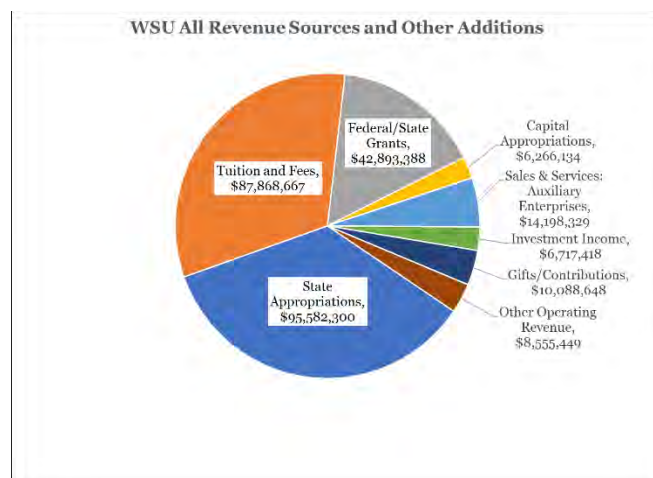
## Financial Summary 2021 General Session



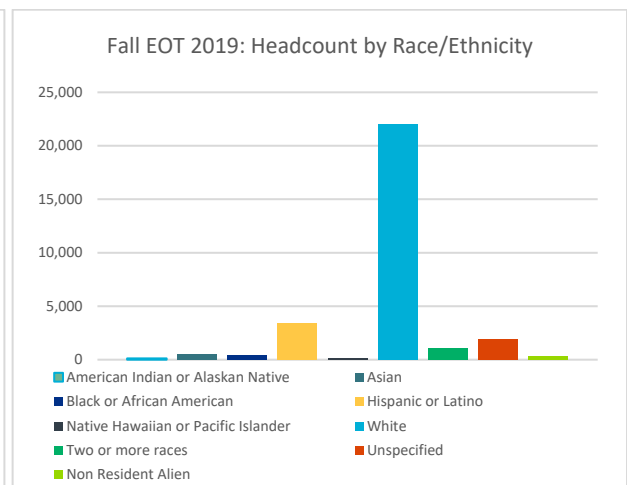
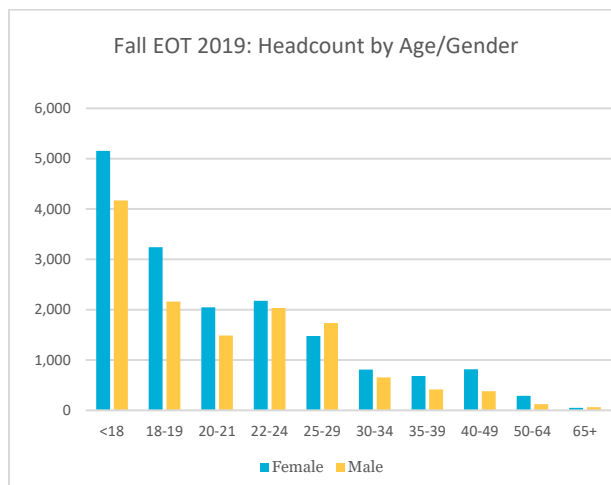
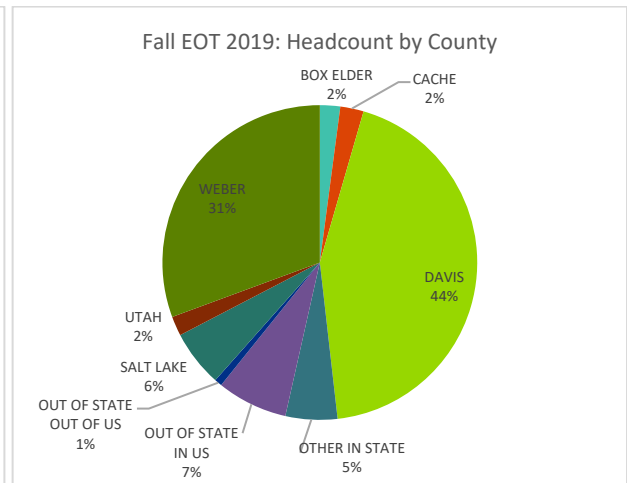
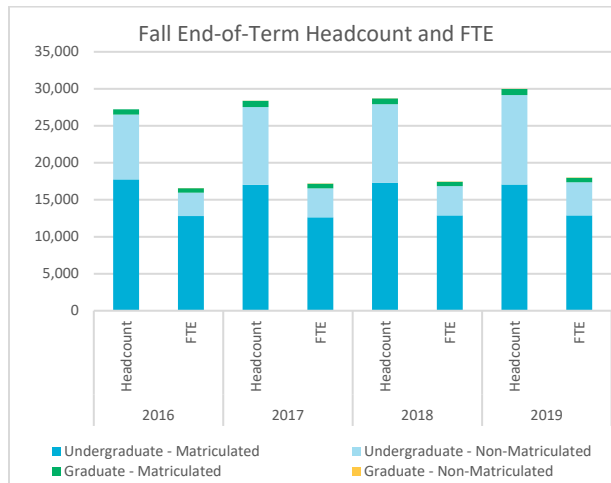
Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$ 78,727,589	\$ 87,868,667
Operating Grants/ Contracts		611,206
Sales/Services: Auxiliaries		14,198,329
Other Operating Revenue		8,555,449
State/Federal Appropriations	\$ 91,724,300	\$ 95,582,300
Federal/State Grants		42,893,388
Gifts/Contributions		10,088,648
Investment Income		6,717,418
Other Non-Operating		2,438,214
Capital Appropriations		\$ 6,266,134
Capital Grants & Gifts		247,270
Additions to Endowments		2,587,956
Other Revenues	7,876,151	
<b>Total Revenues</b>	<b>\$178,328,040</b>	<b>\$278,054,979</b>

Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$ 79,310,075	\$ 92,648,865
Research	211,620	977,995
Public Service	460,818	2,380,015
Academic Support	18,027,209	24,048,452
Student Services	14,826,087	24,036,011
Institutional Support	24,560,199	31,014,270
Plant Operations	14,722,016	25,548,112
Depreciation		18,704,747
Scholarships/ Fellowships	2,433,337	17,100,330
Auxiliary Enterprises		24,807,601
Other Expenses/ Deductions	19,658,857	(10,139,655)
Interest/Non-Operating		\$ 1,444,189
<b>Total Program Expenses</b>	<b>\$174,210,218</b>	<b>\$252,570,932</b>

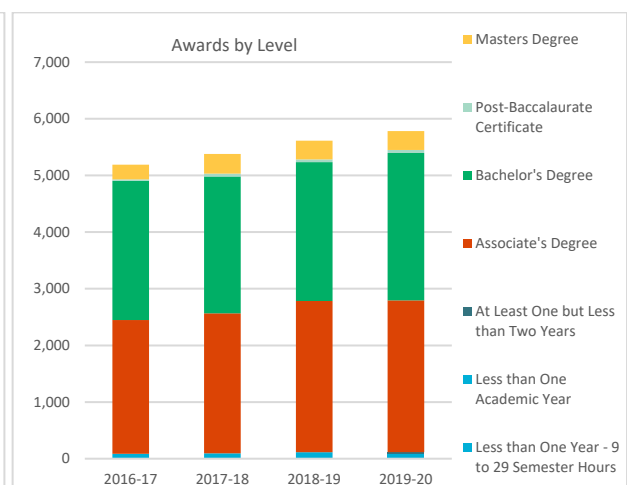
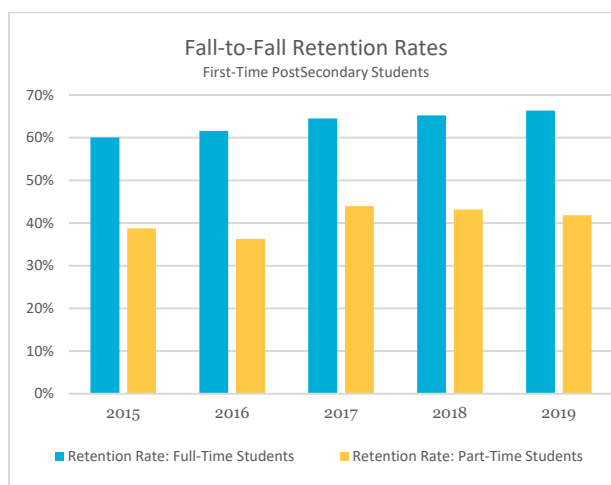
Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$ 39,921,117
Adjunct and TA Wages	9,435,730
Executive/Staff Wages	45,914,712
Employee Benefits	38,315,476
Travel	\$ 918,300
Current Expense	17,345,523
Fuel and Power	2,147,522
Equipment	552,981
Transfers	19,658,857
<b>Total Expenditures</b>	<b>\$174,210,218</b>



## Student Enrollment



## Retention and Awards



# Southern Utah University

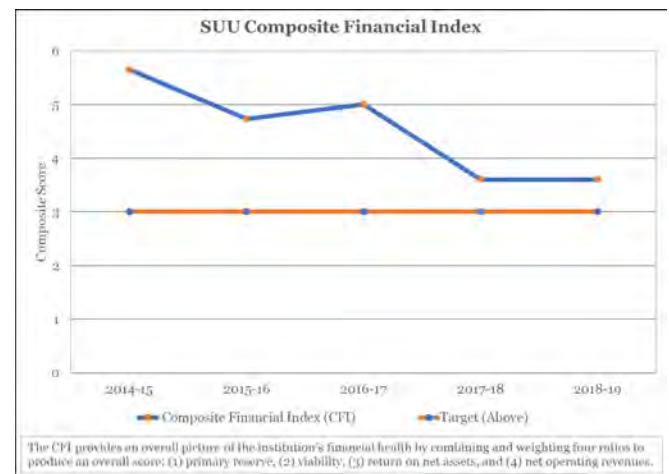
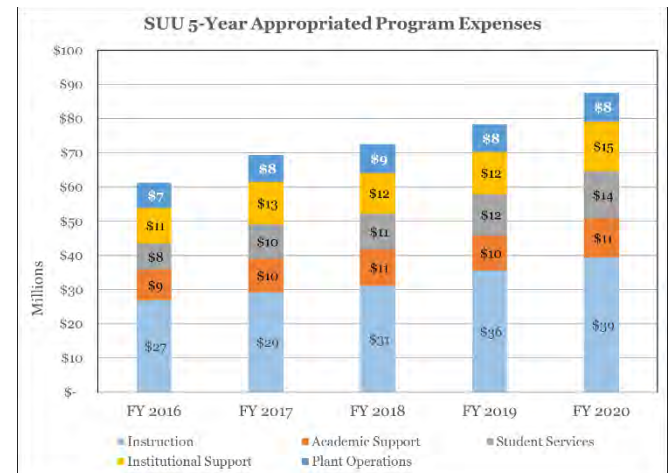
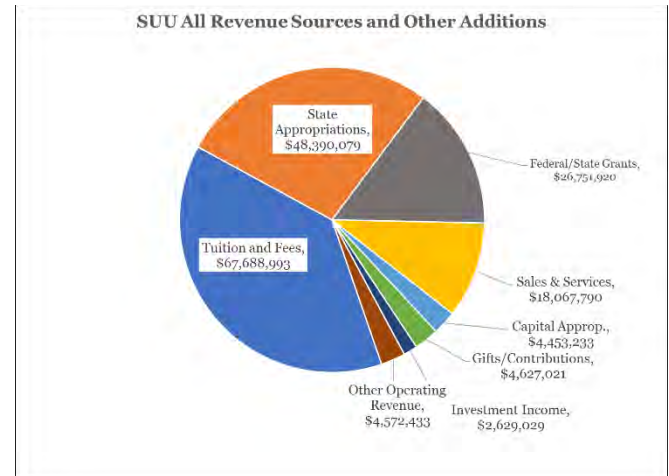
## Financial Summary 2021 General Session



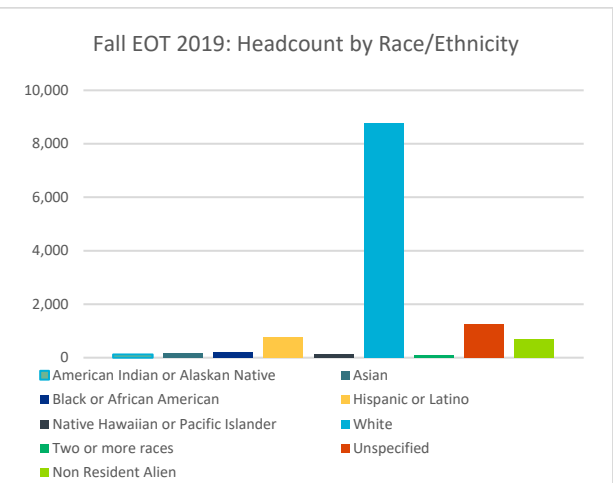
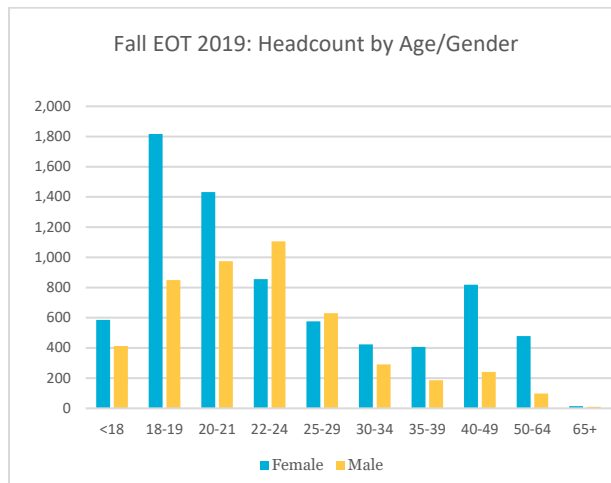
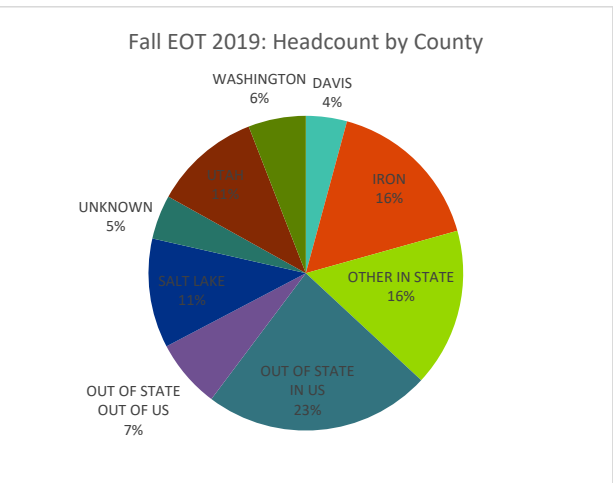
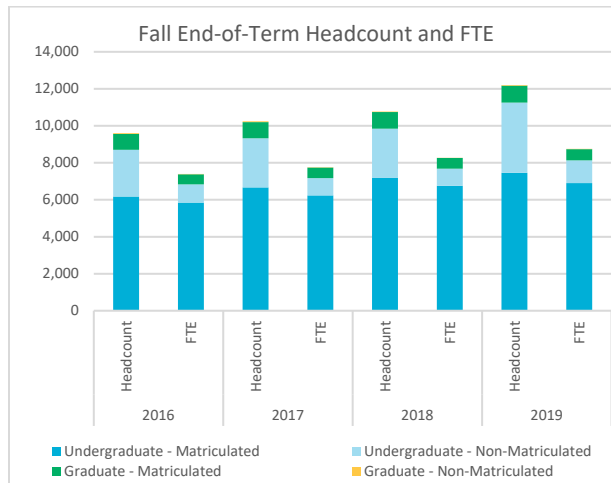
Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$53,190,810	\$67,688,993
Operating Grants/ Contracts		3,209,876
Sales/Services: Auxiliaries		18,067,790
Other Operating Revenue		31,420
State/Federal Appropriations	45,543,000	48,390,079
Federal/State Grants		26,751,920
Gifts/Contributions		4,075,933
Investment Income		2,629,029
Other Non-Operating		
Capital Appropriations		4,453,233
Capital Grants & Gifts		551,088
Additions to Endowments		1,331,137
Other Revenues	8,883,009	
<b>Total Revenues</b>	<b>\$107,616,819</b>	<b>\$177,180,498</b>

Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$39,385,665	\$57,674,464
Research	20,787	108,669
Public Service	748,338	21,867,892
Academic Support	11,435,389	14,560,902
Student Services	13,811,480	22,871,477
Institutional Support	14,535,797	17,506,937
Plant Operations	8,425,521	9,485,260
Depreciation		8,099,674
Scholarships/ Fellowships	6,577,338	14,434,671
Auxiliary Enterprises		5,978,229
Other Expenses/ Deductions	4,688,442	4,293,350
Interest/Non-Operating		\$298,864
<b>Total Program Expenses</b>	<b>\$99,628,757</b>	<b>\$177,180,389</b>

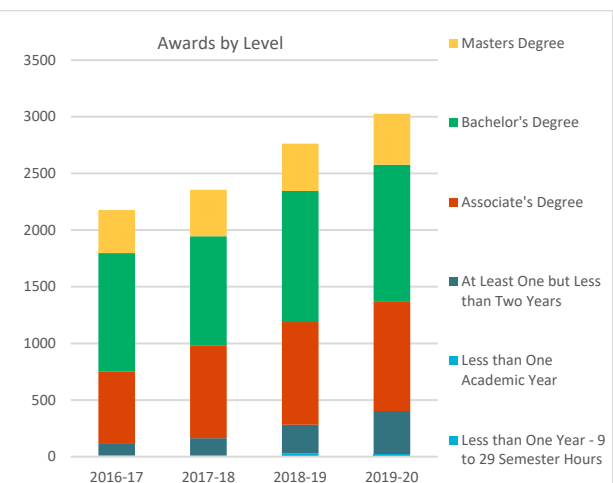
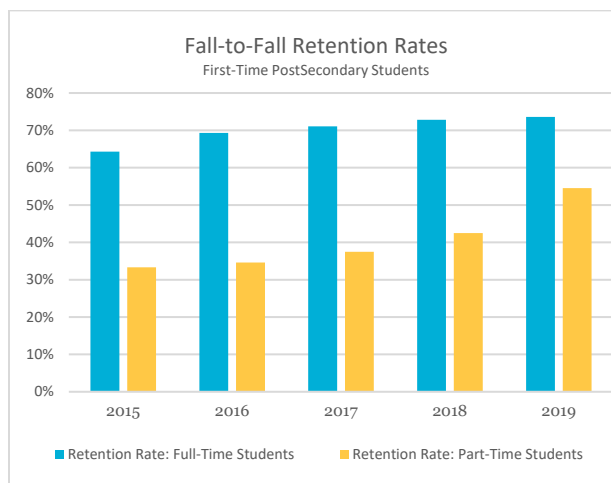
Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$21,396,914
Adjunct and TA Wages	4,010,215
Executive/Staff Wages	29,462,203
Employee Benefits	21,826,952
Travel	786,176
Current Expense	15,057,218
Fuel and Power	1,956,877
Equipment	443,762
Transfers	4,688,440
<b>Total Expenditures</b>	<b>\$99,628,757</b>



## Student Enrollment



## Retention and Awards

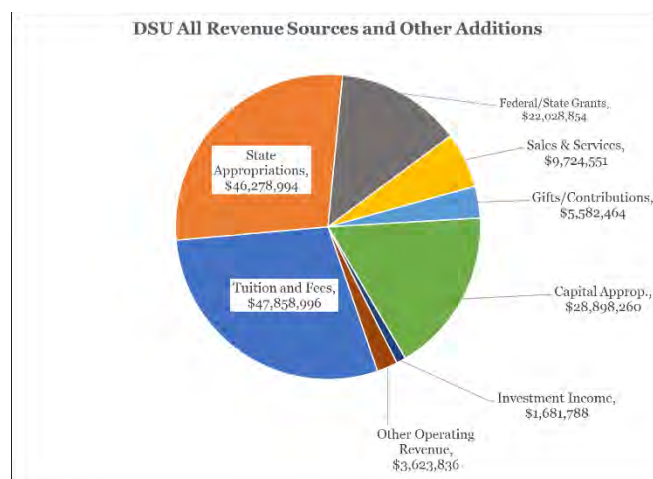


# Dixie State University

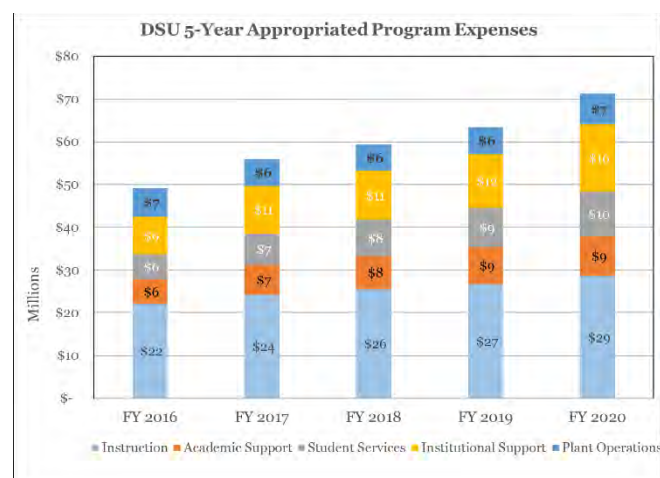
## Financial Summary 2021 General Session



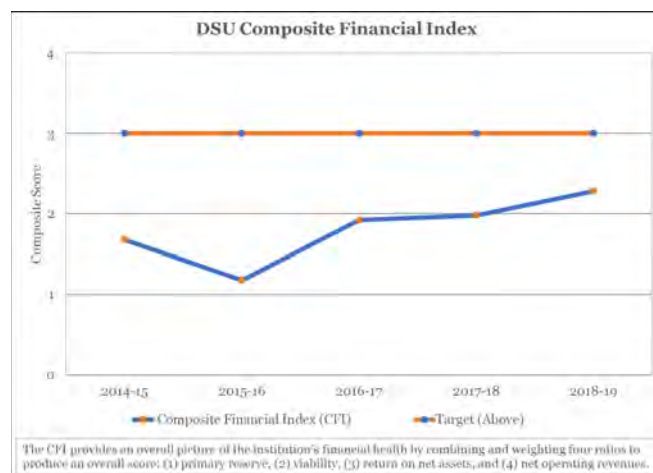
Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$37,000,141	\$47,858,996
Operating Grants/ Contracts		73,882
Sales/Services: Auxiliaries	32,932	9,724,551
Other Operating Revenue		3,453,375
State/Federal Appropriations	41,079,300	46,278,994
Federal/State Grants		22,028,854
Gifts/Contributions		4,904,600
Investment Income		1,681,788
Other Non-Operating		11,040
Capital Appropriations		28,898,260
Capital Grants & Gifts		677,864
Additions to Endowments		85,539
Other Revenues	6,516,803	
<b>Total Revenues</b>	<b>\$84,629,176</b>	<b>\$165,677,743</b>



Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$28,606,788	\$29,974,979
Research		70,190
Public Service	1,503,935	5,506,859
Academic Support	9,348,506	14,353,943
Student Services	10,425,489	18,593,490
Institutional Support	15,634,798	14,673,669
Plant Operations	7,268,226	11,854,865
Depreciation		7,933,733
Scholarships/ Fellowships	26,000	18,860,467
Auxiliary Enterprises		6,007,564
Other Expenses/ Deductions	8,578,340	
Interest/Non-Operating		4,251,081
<b>Total Program Expenses</b>	<b>\$81,392,082</b>	<b>\$132,080,840</b>

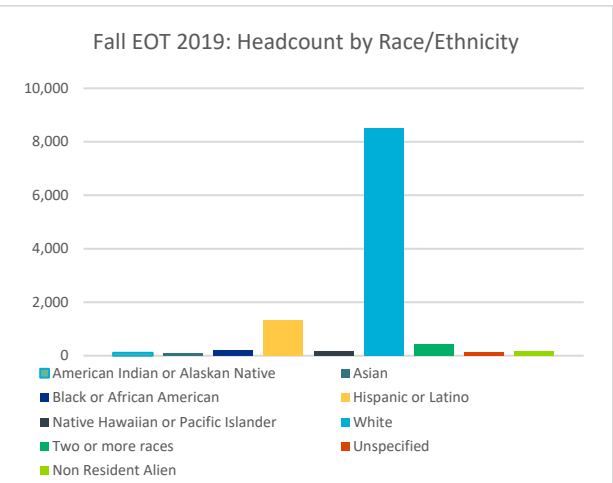
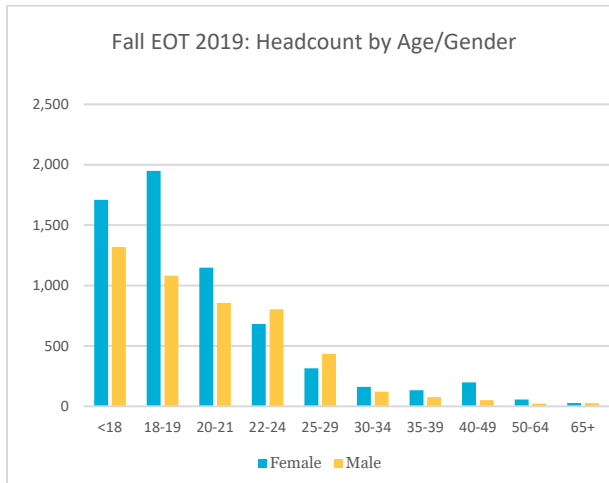
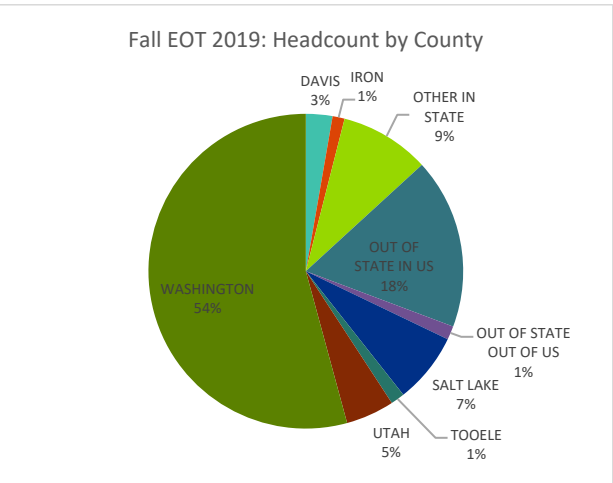
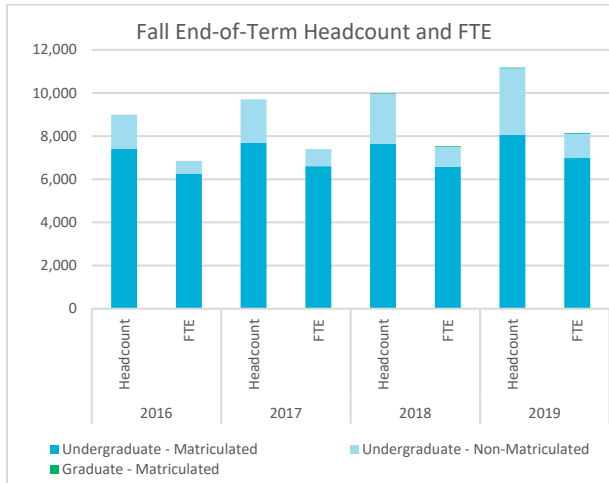


Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$15,608,757
Adjunct and TA Wages	4,655,301
Executive/Staff Wages	22,374,907
Employee Benefits	18,358,384
Travel	616,040
Current Expense	8,830,065
Fuel and Power	2,045,565
Equipment	324,723
Transfers	8,578,340
<b>Total Expenditures</b>	<b>\$81,392,082</b>

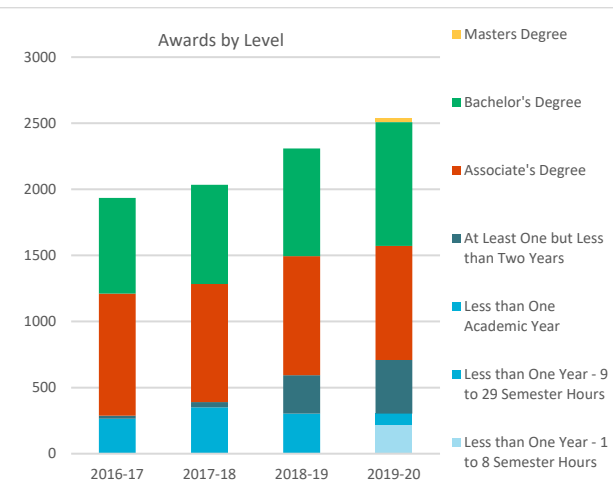
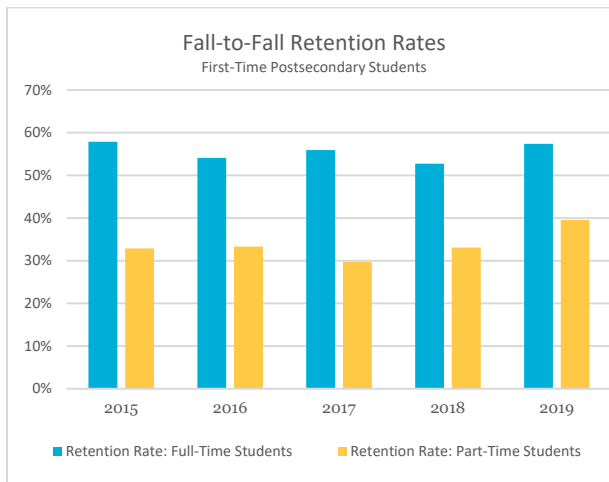




## Student Enrollment



## Retention and Awards





# Utah Valley University

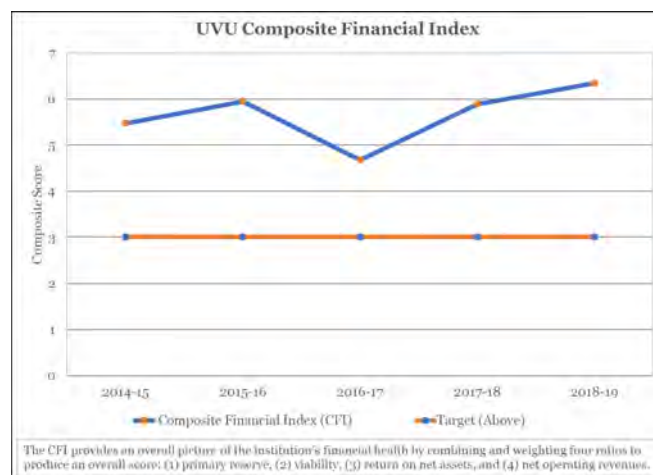
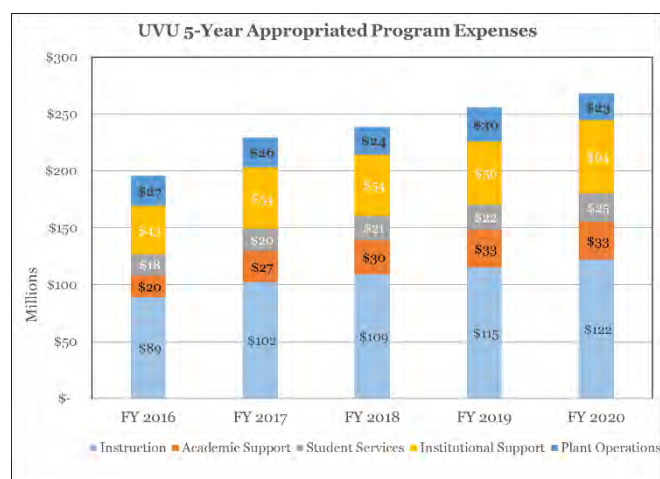
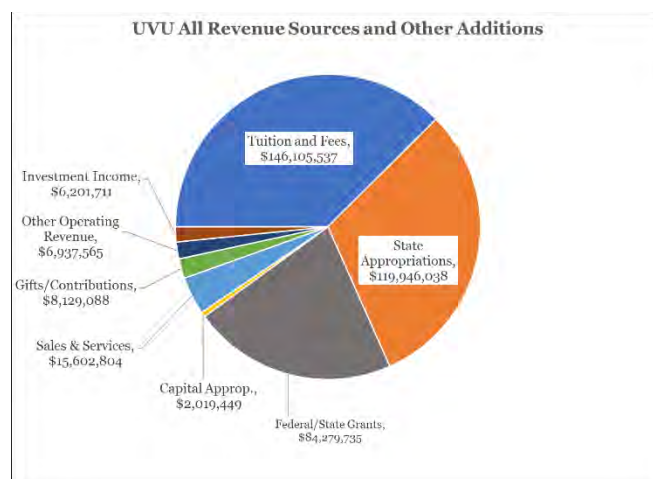
## Financial Summary 2021 General Session



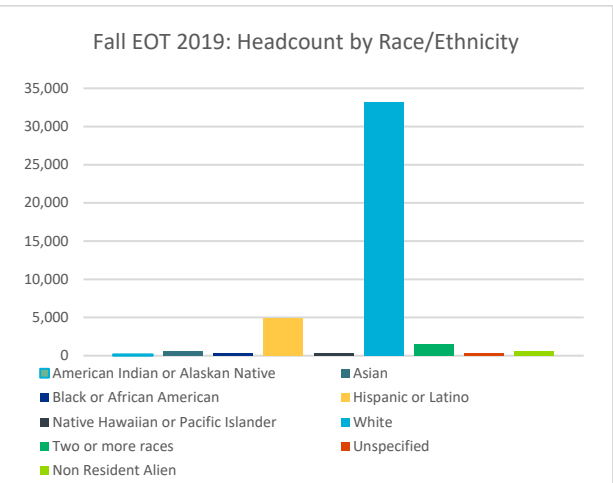
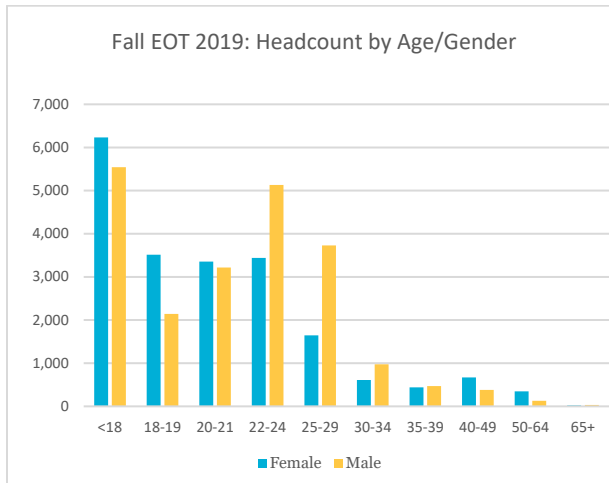
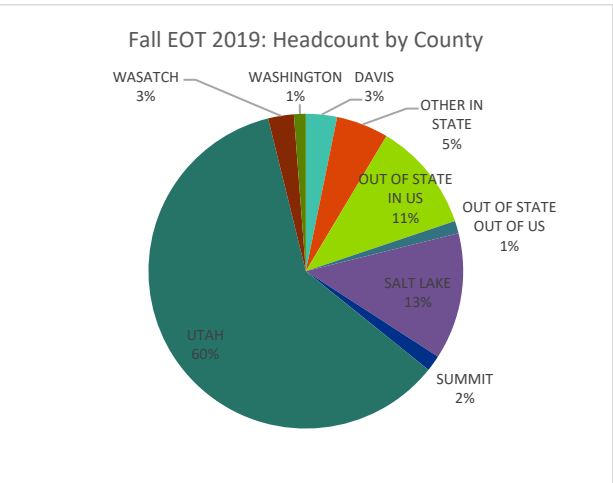
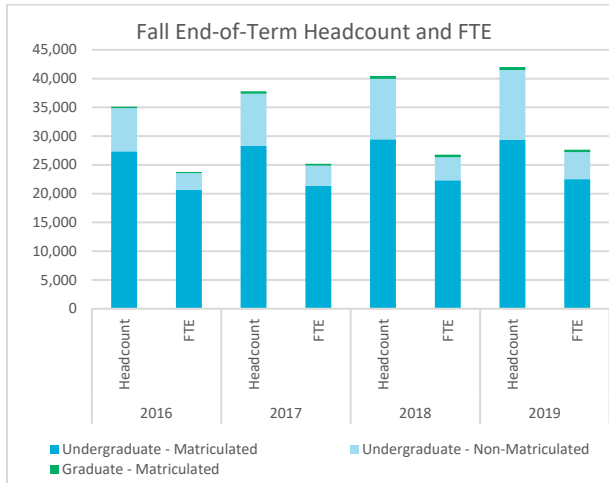
Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$143,114,436	\$146,105,537
Operating Grants/ Contracts		131,910
Sales/Services: Auxiliaries		15,602,804
Other Operating Revenue	123,619	5,440,368
State/Federal Appropriations	109,627,100	119,946,038
Federal/State Grants		84,279,735
Gifts/Contributions		5,870,085
Investment Income		6,201,711
Other Non-Operating		1,365,287
Capital Appropriations		2,019,449
Capital Grants & Gifts		2,259,003
Additions to Endowments		
Other Revenues	29,916,914	
<b>Total Revenues</b>	<b>\$282,782,069</b>	<b>\$389,221,927</b>

Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$121,831,418	\$129,821,049
Research		371,734
Public Service	209,974	522,415
Academic Support	33,386,843	36,679,424
Student Services	25,079,104	32,376,104
Institutional Support	64,253,662	55,043,133
Plant Operations	23,207,037	25,627,012
Depreciation		19,535,894
Scholarships/ Fellowships	2,664,423	41,801,652
Auxiliary Enterprises		24,775,013
Interest/Non-Operating		2,763,387
<b>Total Program Expenses</b>	<b>\$270,632,461</b>	<b>\$369,316,817</b>

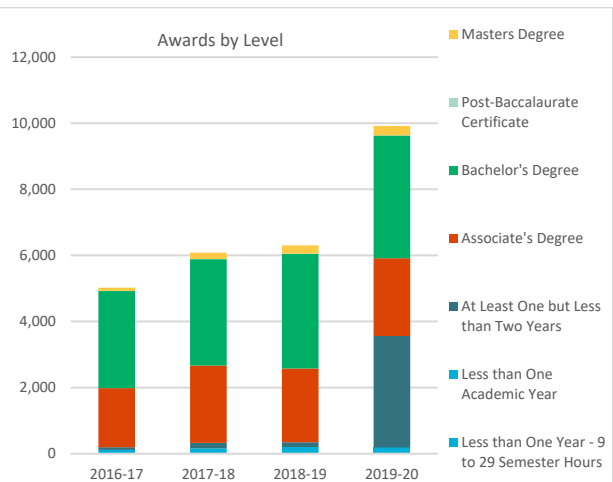
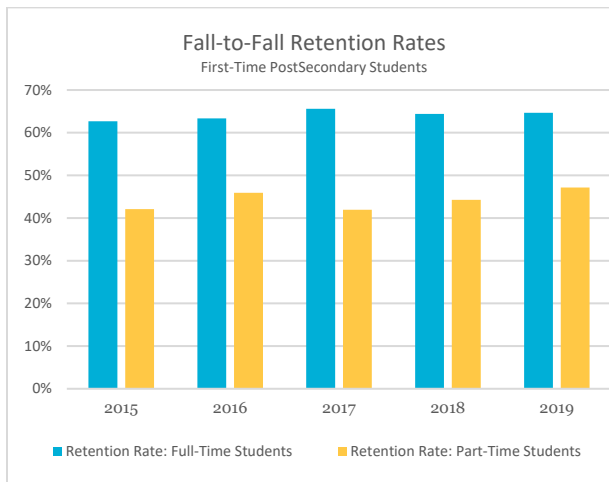
Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$55,663,576
Adjunct and TA Wages	15,008,352
Executive/Staff Wages	81,349,934
Employee Benefits	60,706,889
Travel	2,360,143
Current Expense	46,926,118
Fuel and Power	2,610,984
Equipment	5,421,867
Transfers	584,598
<b>Total Expenditures</b>	<b>\$270,632,461</b>



## Student Enrollment



## Retention and Awards



# **USHE**

## **Community Colleges**

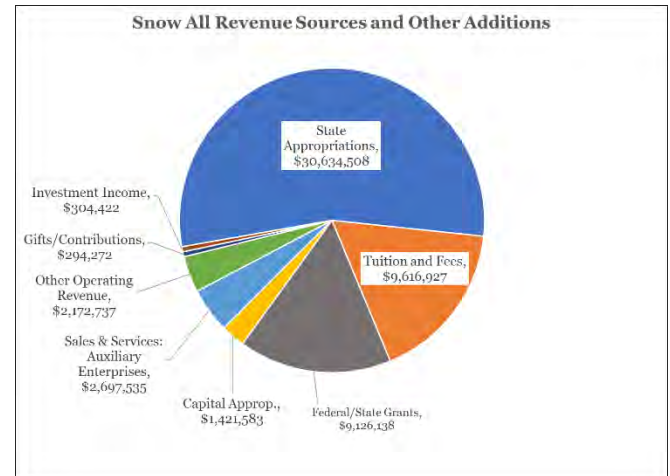
Financial and Performance Summary

# Snow College

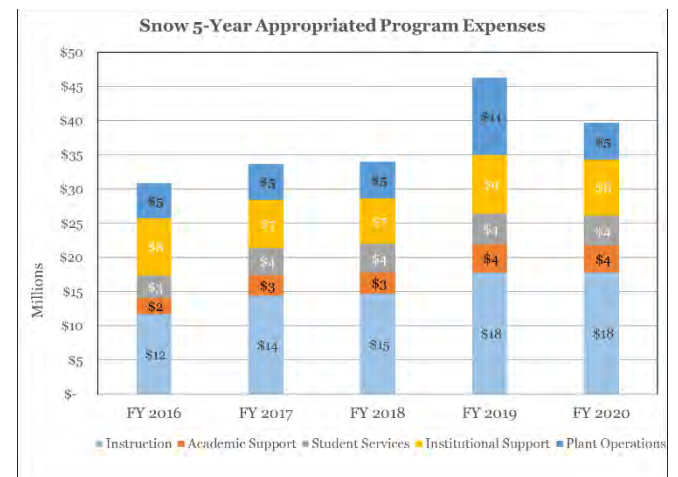
## Financial Summary 2021 General Session



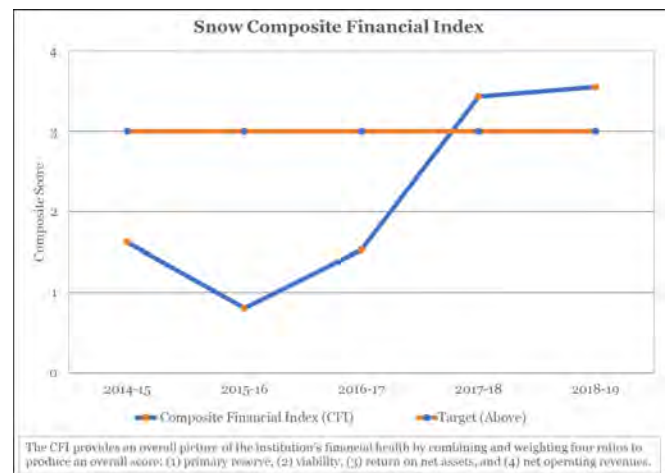
Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$11,542,171	\$9,616,927
Operating Grants/ Contracts		454,120
Sales/Services: Auxiliaries		2,697,535
Other Operating Revenue		1,204,738
State/Federal Appropriations	28,610,400	30,634,508
Federal/State Grants		9,126,138
Gifts/Contributions		294,272
Investment Income		304,422
Other Non-Operating		
Capital Appropriations		1,421,583
Capital Grants & Gifts		
Additions to Endowments		513,879
Other Revenues	3,383,432	
<b>Total Revenues</b>	<b>\$43,536,003</b>	<b>\$56,268,122</b>



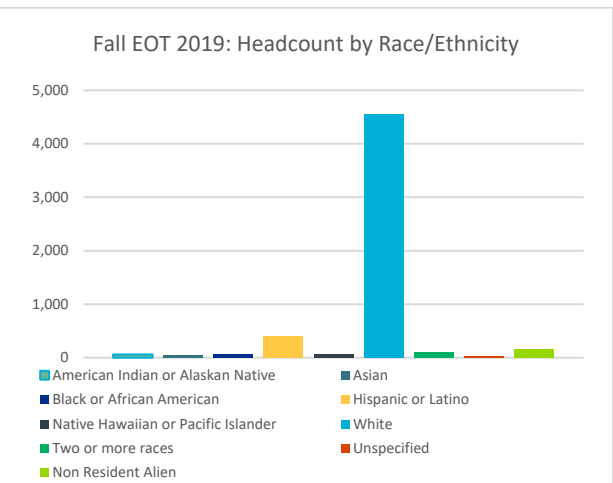
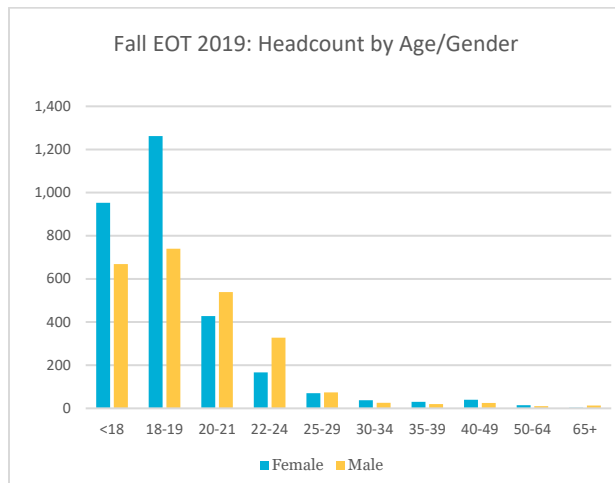
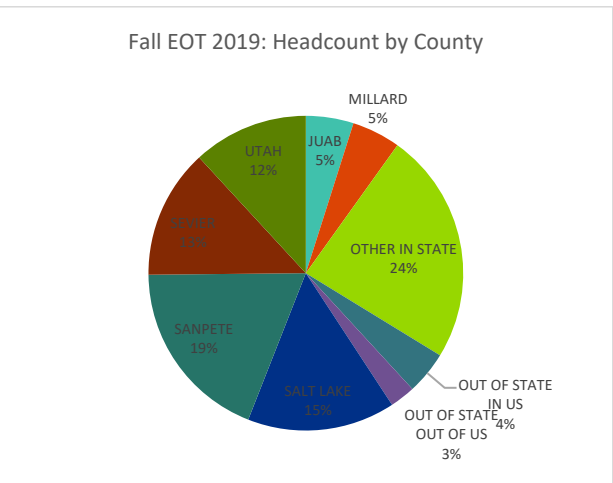
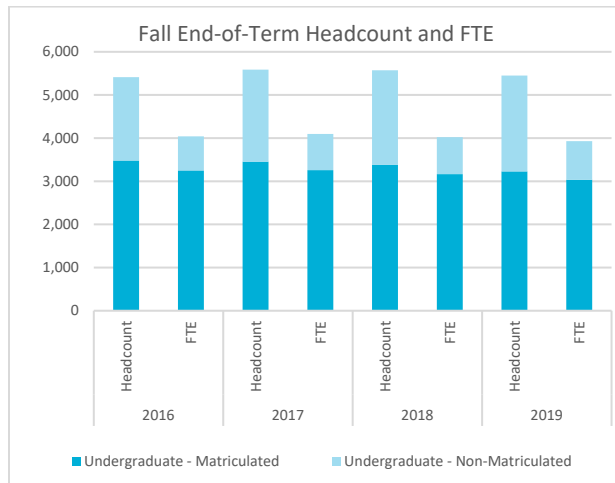
Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$17,820,544	\$19,478,430
Research		10,786
Public Service	320,985	747,720
Academic Support	3,876,943	4,384,668
Student Services	4,449,800	8,173,571
Institutional Support	8,175,052	5,962,018
Plant Operations	5,347,458	6,001,190
Depreciation		5,503,154
Scholarships/ Fellowships		4,856,187
Auxiliary Enterprises		841,051
Other Expenses/ Deductions	32,000	
Interest/Non-Operating		577,540
<b>Total Program Expenses</b>	<b>\$40,022,782</b>	<b>\$56,536,315</b>



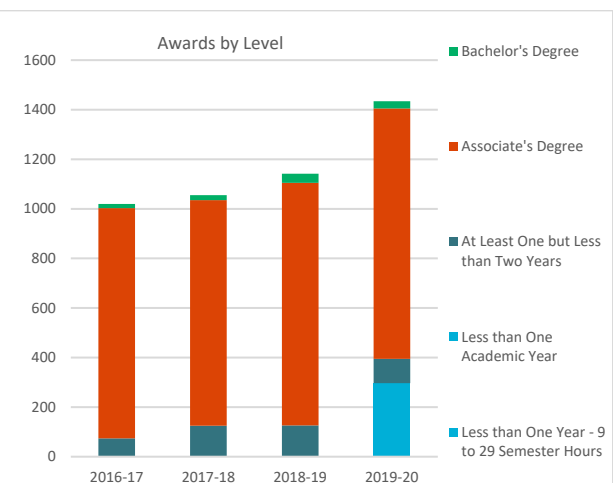
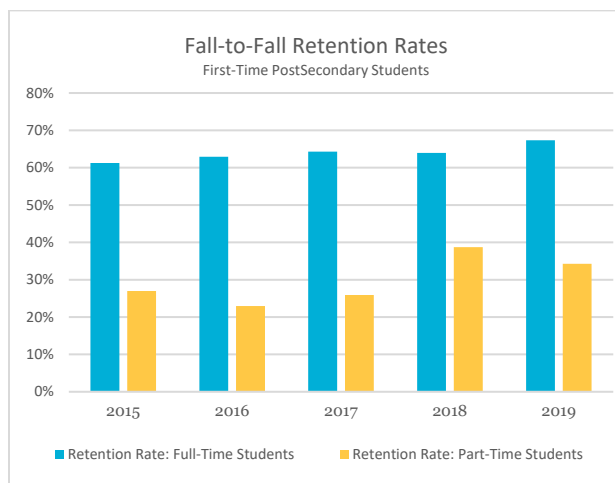
Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$9,183,107
Adjunct and TA Wages	1,803,155
Executive/Staff Wages	11,588,259
Employee Benefits	9,965,017
Travel	426,070
Current Expense	5,673,448
Fuel and Power	1,291,813
Equipment	59,913
Transfers	32,000
<b>Total Expenditures</b>	<b>\$40,022,782</b>



## Student Enrollment



## Retention and Awards

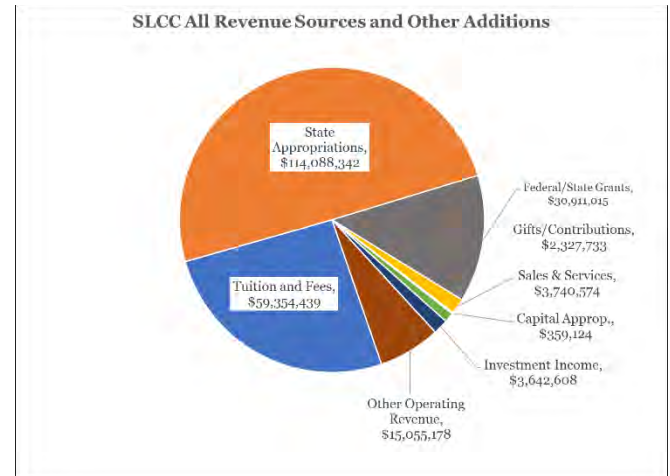


# Salt Lake Community College

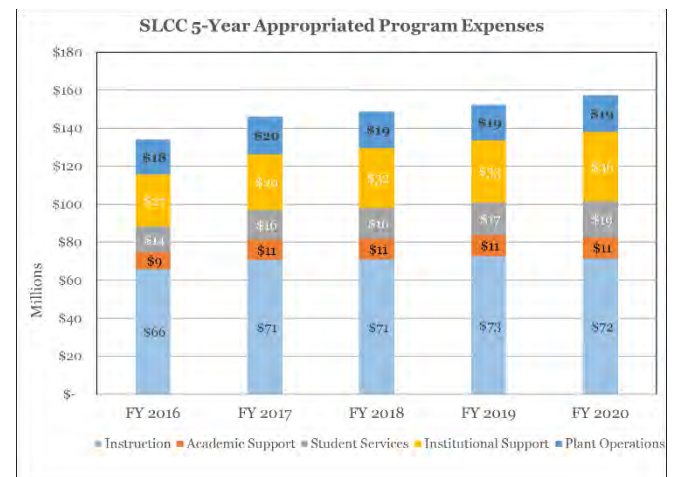
## Financial Summary 2021 General Session



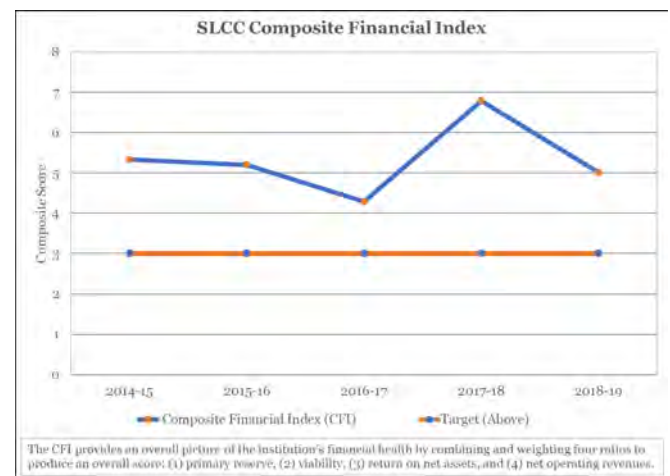
Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$55,953,007	\$59,354,439
Operating Grants/ Contracts		6,235,816
Sales/Services: Auxiliaries	18,055	3,740,574
Other Operating Revenue	2,461	3,853,487
State/Federal Appropriations	102,985,900	114,088,342
Federal/State Grants		30,911,015
Gifts/Contributions		2,310,220
Investment Income		3,642,608
Other Non-Operating		4,965,875
Capital Appropriations		359,124
Capital Grants & Gifts		17,513
Additions to Endowments		
Other Revenues	11,580,754	
<b>Total Revenues</b>	<b>\$170,540,177</b>	<b>\$229,479,013</b>



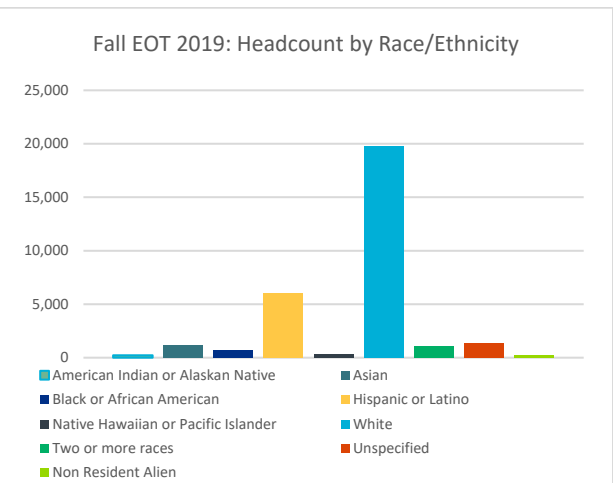
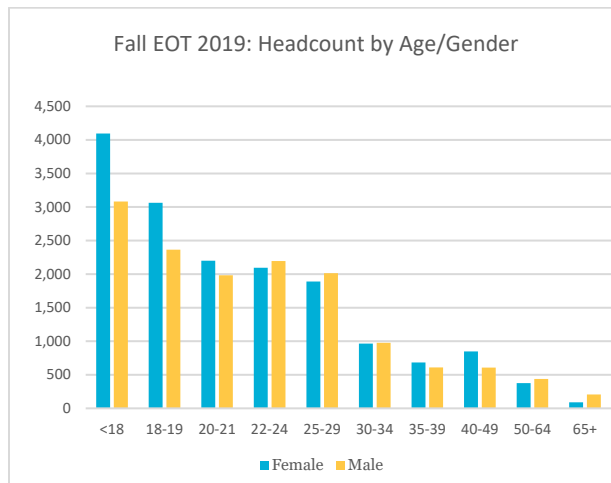
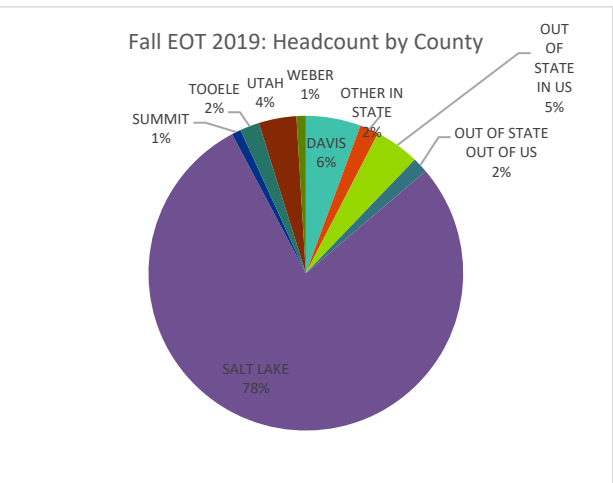
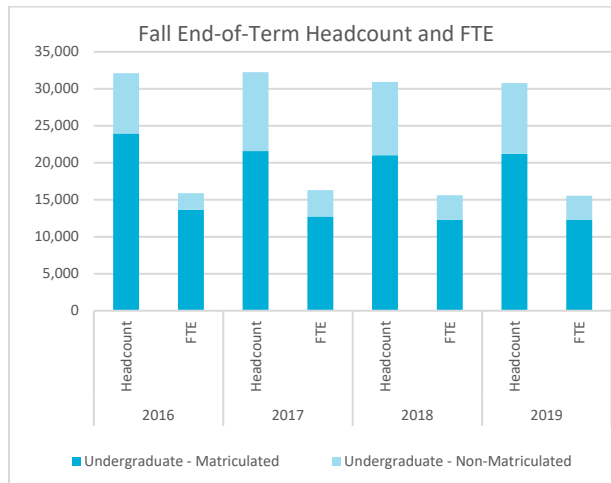
Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$71,526,843	\$80,600,424
Research		
Public Service	121,525	1,211,322
Academic Support	10,935,066	12,026,831
Student Services	19,183,102	27,271,361
Institutional Support	36,437,455	39,982,643
Plant Operations	19,222,799	18,182,019
Depreciation		12,118,233
Scholarships/ Fellowships	1,168,532	16,815,148
Auxiliary Enterprises		3,136,254
Other Expenses/ Deductions	2,867,605	(6,167,467)
Interest/Non-Operating		4,604,860
<b>Total Program Expenses</b>	<b>\$161,462,927</b>	<b>\$209,781,628</b>



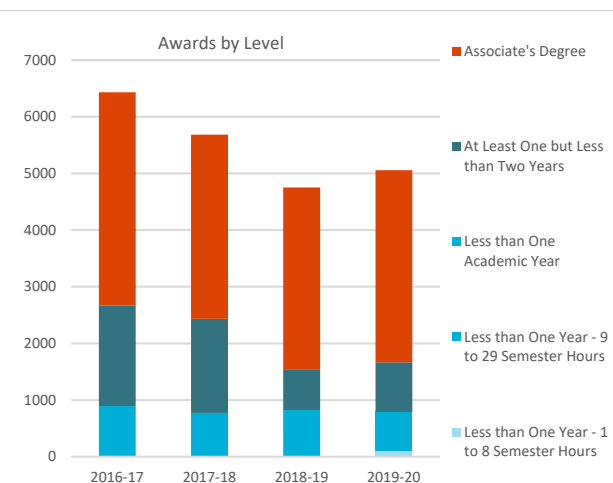
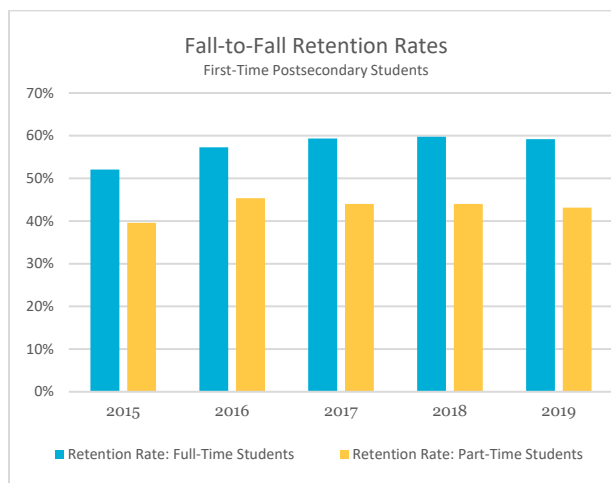
Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$23,926,345
Adjunct and TA Wages	14,369,562
Executive/Staff Wages	56,307,587
Employee Benefits	39,107,789
Travel	596,871
Current Expense	19,795,346
Fuel and Power	2,225,834
Equipment	2,265,988
Transfers	2,867,605
<b>Total Expenditures</b>	<b>\$161,462,927</b>



## Student Enrollment



## Retention and Awards



# **USHE**

## **Technical Colleges**

Financial and Performance Summary

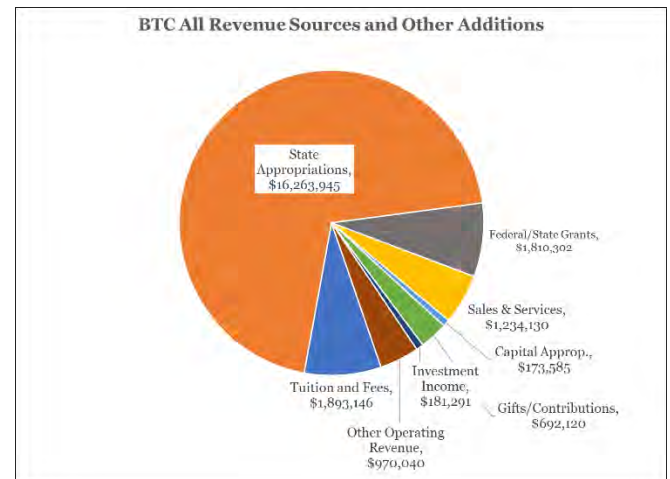


# Bridgerland Technical College

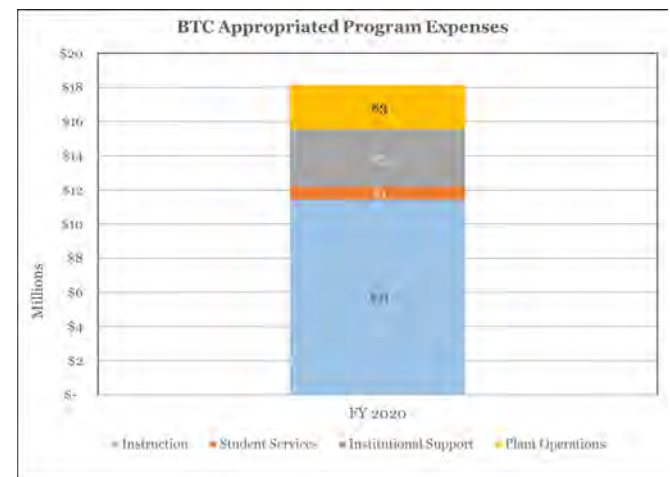
## Financial Summary 2021 General Session



Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$1,359,002	\$1,893,146
Operating Grants/ Contracts		969,051
Sales/Services: Auxiliaries		1,234,130
Other Operating Revenue		
State/Federal Appropriations	15,789,500	16,263,945
Federal/State Grants		1,810,302
Gifts/Contributions		277,910
Investment Income		181,291
Other Non-Operating		989
Capital Appropriations		173,585
Capital Grants & Gifts		414,210
Additions to Endowments		
Other Revenues	1,217,381	
<b>Total Revenues</b>	<b>\$18,365,883</b>	<b>\$23,218,559</b>

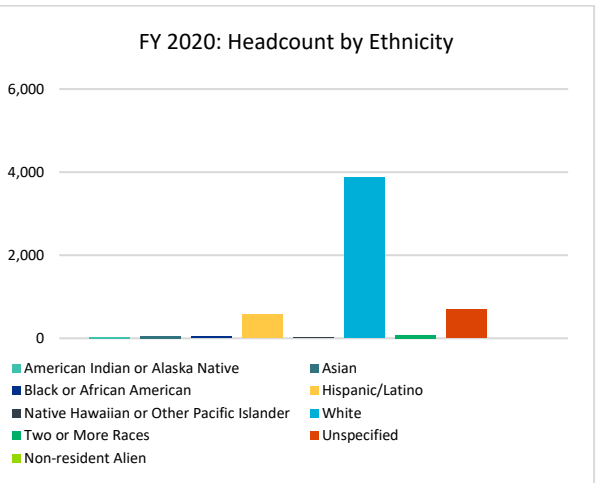
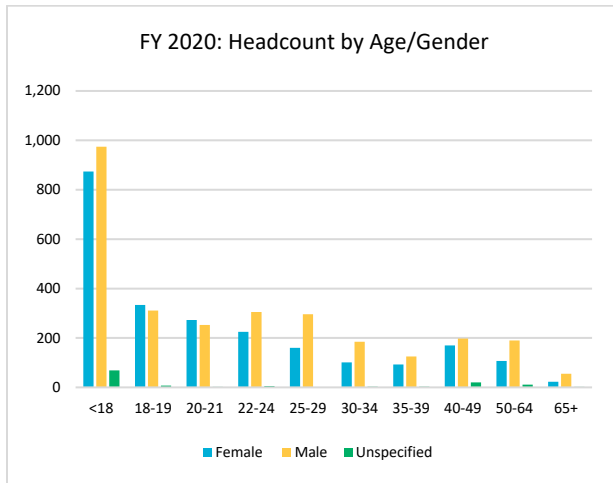
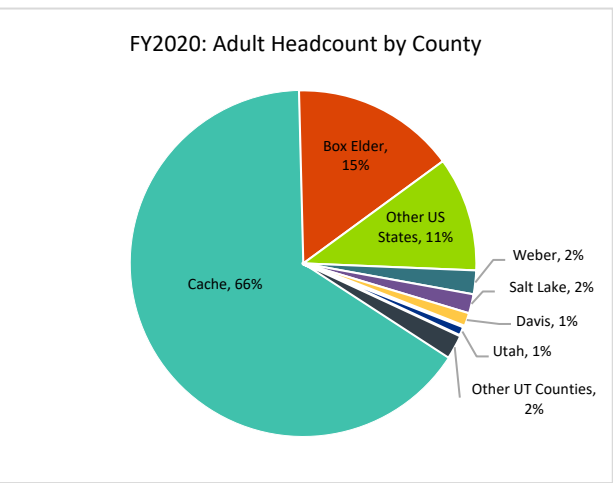
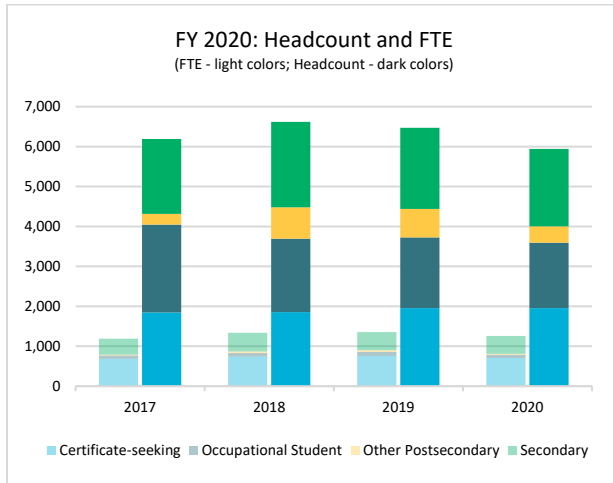


Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$11,418,996	\$10,378,709
Research		
Public Service		
Academic Support		957,487
Student Services	769,155	819,791
Institutional Support	3,364,778	3,200,625
Plant Operations	2,595,882	2,338,608
Depreciation		1,461,576
Scholarships/ Fellowships		1,090,474
Auxiliary Enterprises		357,852
Other Expenses/ Deductions		1,319,149
Interest/Non-Operating		
<b>Total Program Expenses</b>	<b>\$18,148,811</b>	<b>\$21,924,271</b>

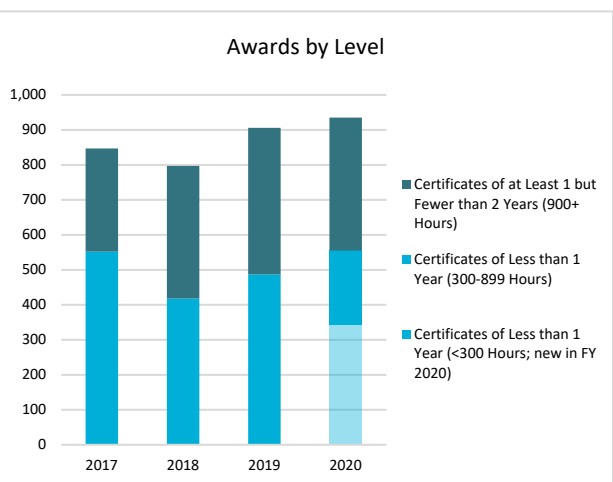
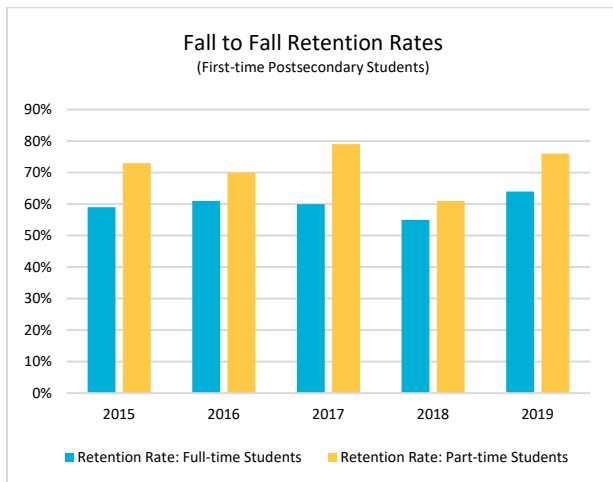


Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$5,132,581
Adjunct and TA Wages	1,165,852
Executive/Staff Wages	2,581,014
Employee Benefits	4,509,767
Travel	
Current Expense	3,687,220
Fuel and Power	
Equipment	1,072,377
Transfers	
<b>Total Expenditures</b>	<b>\$18,148,811</b>

## Student Enrollment



## Retention and Awards



# Davis Technical College

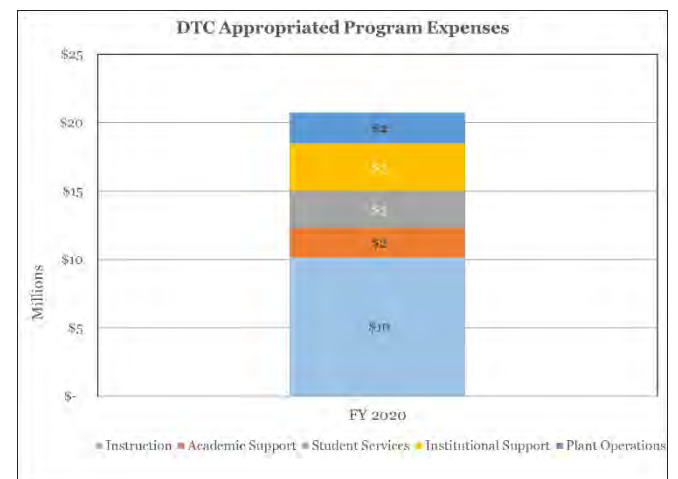
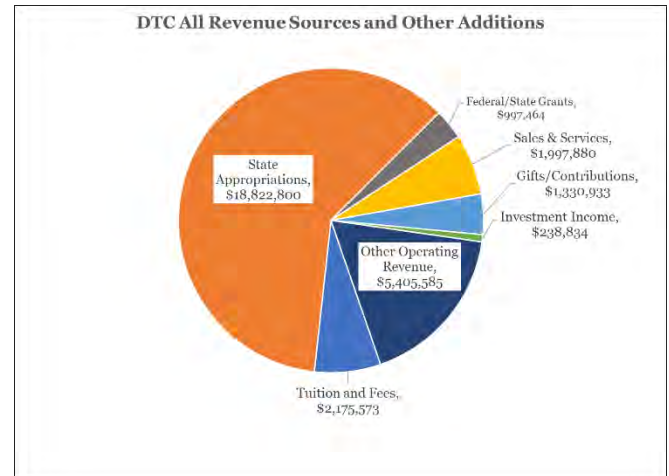
## Financial Summary 2021 General Session



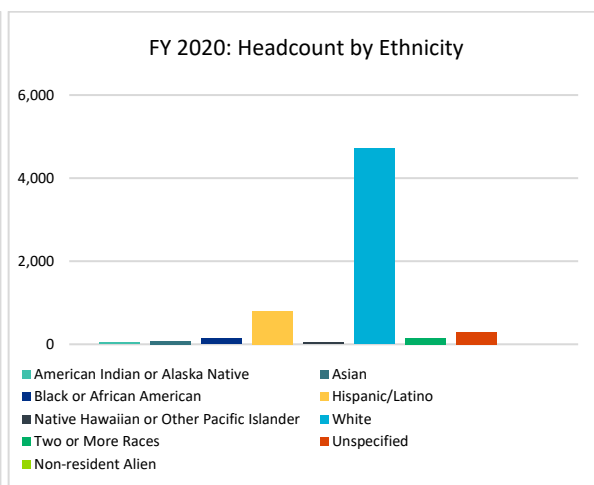
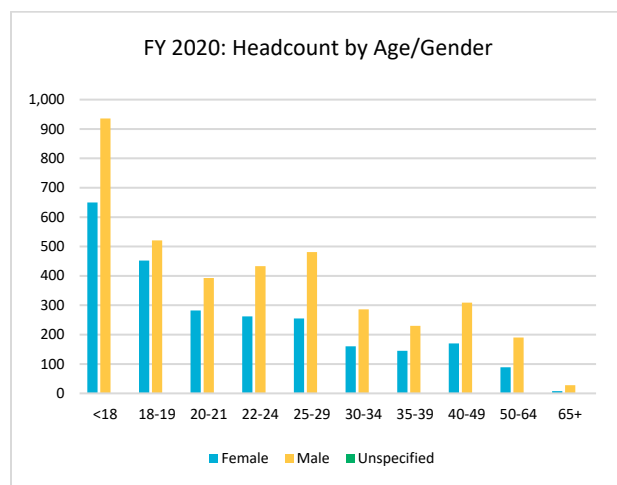
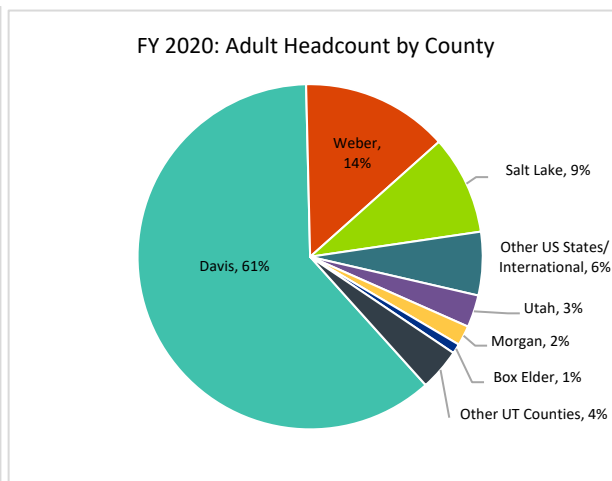
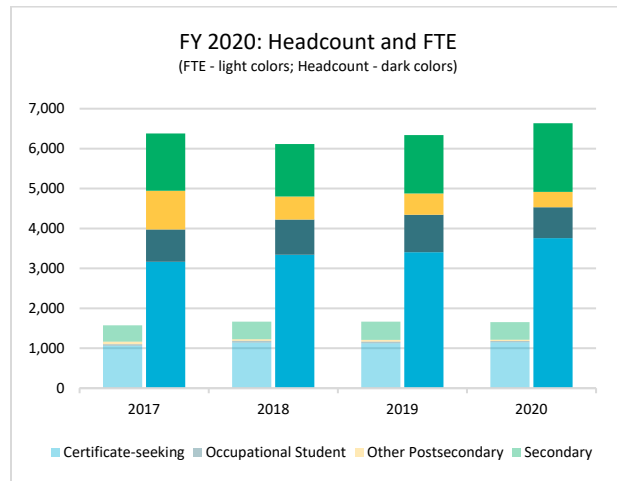
Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$1,918,555	\$2,175,573
Operating Grants/ Contracts		4,202,089
Sales/Services: Auxiliaries		1,997,880
Other Operating Revenue		904,438
State/Federal Appropriations	18,822,800	18,822,800
Federal/State Grants		997,464
Gifts/Contributions		568,955
Investment Income		238,834
Other Non-Operating		299,058
Capital Appropriations		
Capital Grants & Gifts		761,978
Additions to Endowments		
Other Revenues	1,639,130	
<b>Total Revenues</b>	<b>\$22,380,485</b>	<b>\$30,969,069</b>

Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$10,190,313	\$11,915,263
Research		
Public Service		
Academic Support	2,110,711	2,841,866
Student Services	2,763,058	3,424,813
Institutional Support	3,434,174	3,852,416
Plant Operations	2,252,159	2,489,329
Depreciation		2,638,348
Scholarships/ Fellowships	203,471	520,691
Auxiliary Enterprises		2,529,997
Other Expenses/ Deductions		711,563
Interest/Non-Operating		
<b>Total Program Expenses</b>	<b>\$20,953,886</b>	<b>\$30,924,286</b>

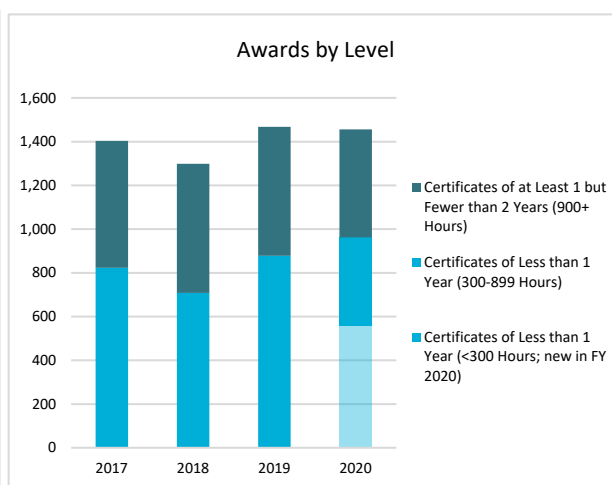
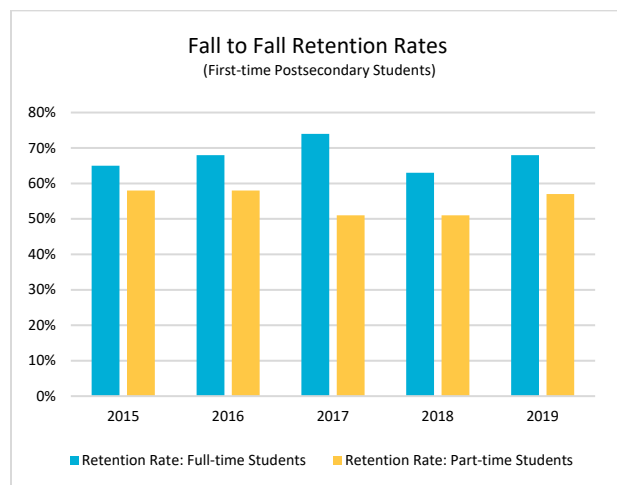
Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$5,087,263
Adjunct and TA Wages	807,031
Executive/Staff Wages	6,045,586
Employee Benefits	5,204,634
Travel	72,042
Current Expense	2,830,427
Fuel and Power	418,317
Equipment	488,586
Transfers	
<b>Total Expenditures</b>	<b>\$20,953,886</b>



## Student Enrollment



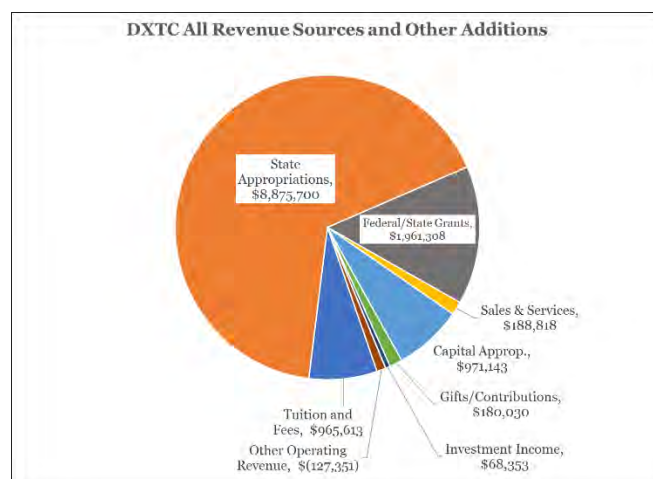
## Retention and Awards



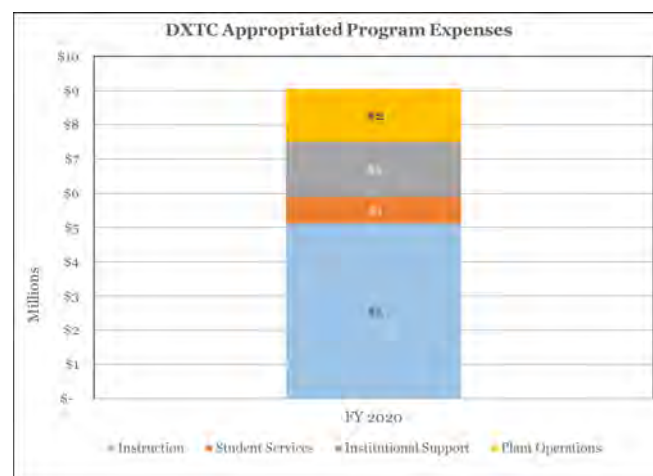
# Dixie Technical College

## Financial Summary 2021 General Session

<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Tuition and Fees	\$351,400	\$965,613
Operating Grants/ Contracts		
Sales/Services: Auxiliaries		188,818
Other Operating Revenue		194,631
State/Federal Appropriations	8,875,700	8,875,700
Federal/State Grants		1,961,308
Gifts/Contributions		59,897
Investment Income		68,353
Other Non-Operating		(351,296)
Capital Appropriations		971,143
Capital Grants & Gifts		120,133
Additions to Endowments		
Other Revenues	409,700	29,315
<b>Total Revenues</b>	<b>\$9,636,800</b>	<b>\$13,083,615</b>

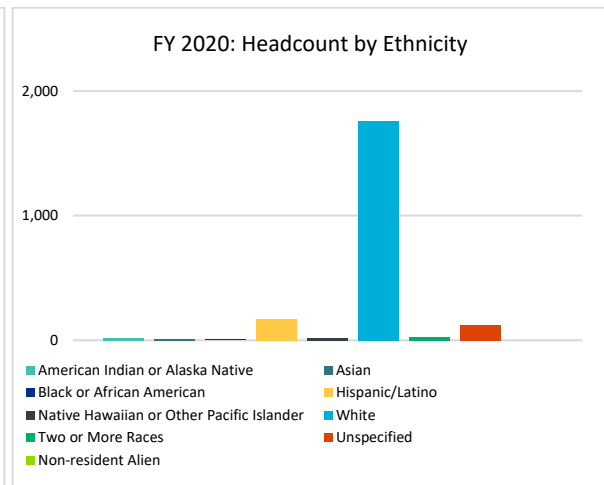
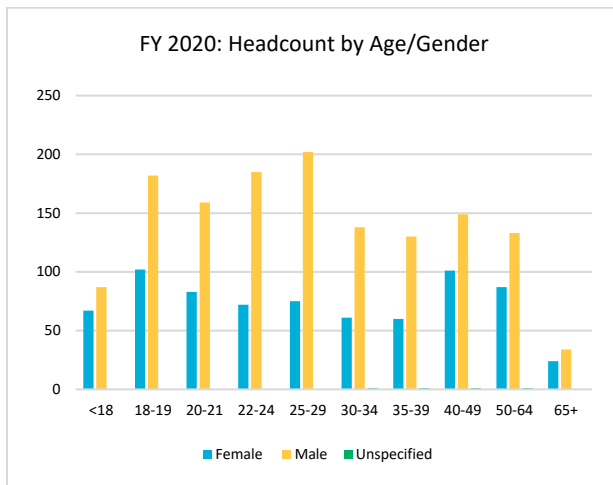
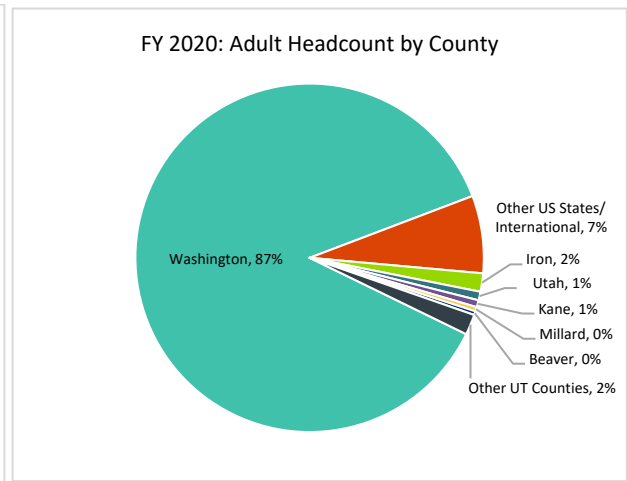
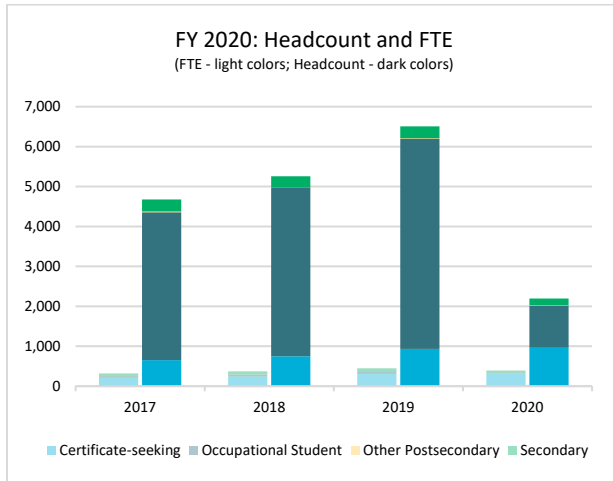


<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$5,116,056	\$4,984,715
Research		
Public Service		318,603
Academic Support	318,857	323,857
Student Services	772,736	807,736
Institutional Support	1,615,654	1,685,654
Plant Operations	1,543,386	1,843,386
Depreciation		1,673,611
Scholarships/ Fellowships		366,650
Auxiliary Enterprises		296,939
Other Expenses/ Deductions	270,111	270,112
Interest/Non-Operating		
<b>Total Program Expenses</b>	<b>\$9,636,800</b>	<b>\$12,571,263</b>

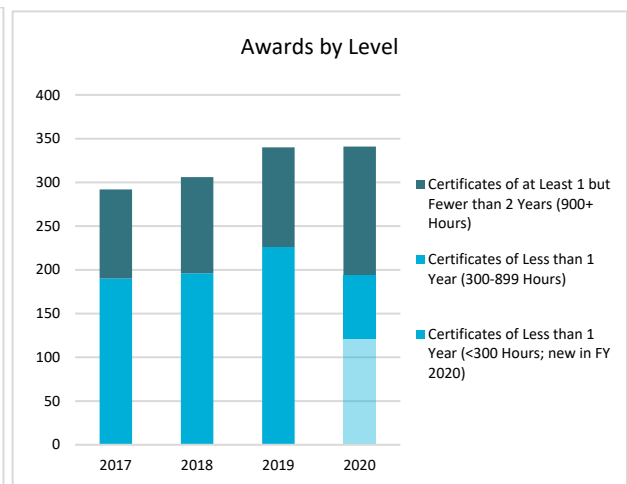
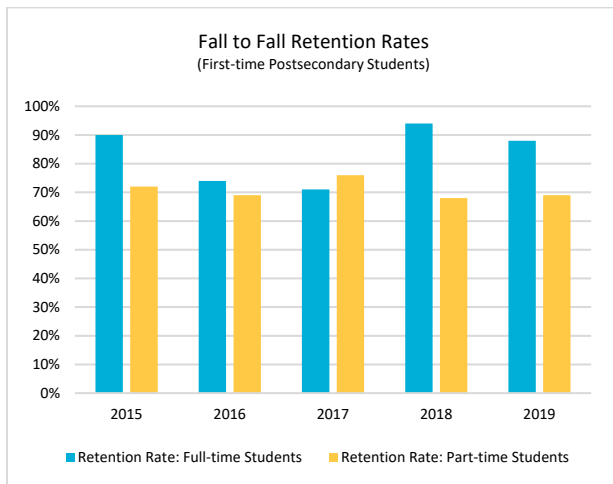


<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$1,936,101
Adjunct and TA Wages	580,065
Executive/Staff Wages	2,624,147
Employee Benefits	1,867,399
Travel	78,734
Current Expense	1,647,289
Fuel and Power	160,446
Equipment	742,619
Transfers	
<b>Total Expenditures</b>	<b>\$9,636,800</b>

## Student Enrollment



## Retention and Awards

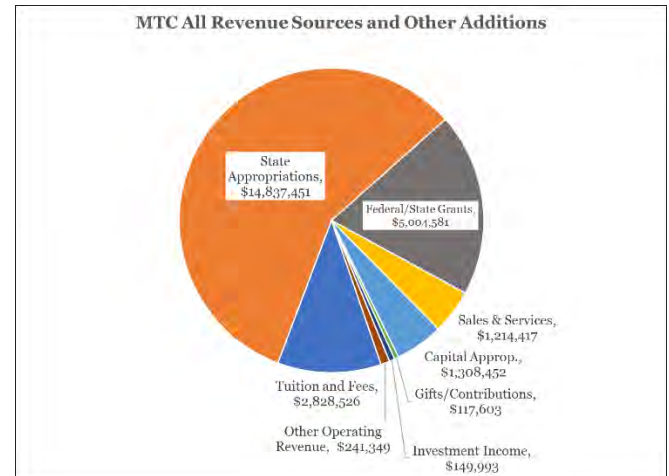


# Mountainland Technical College

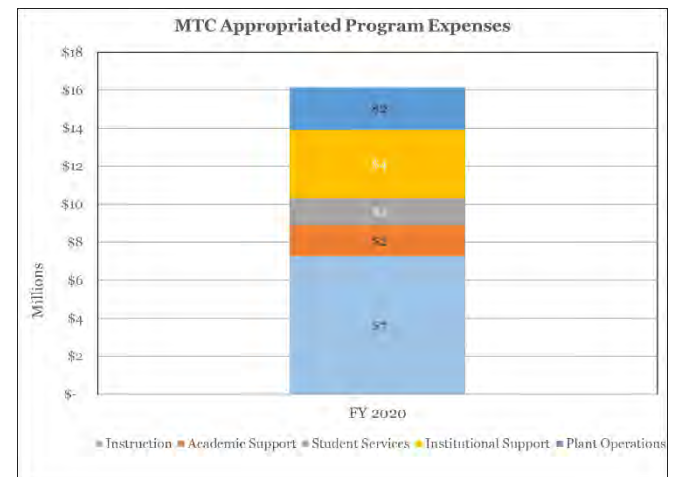
## Financial Summary 2021 General Session



Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$1,141,500	\$2,828,526
Operating Grants/ Contracts		241,349
Sales/Services: Auxiliaries		1,214,417
Other Operating Revenue		
State/Federal Appropriations	14,603,500	14,837,451
Federal/State Grants		5,004,581
Gifts/Contributions		11,772
Investment Income		149,993
Other Non-Operating		
Capital Appropriations		1,308,452
Capital Grants & Gifts		105,831
Additions to Endowments		
Other Revenues	1,295,051	
<b>Total Revenues</b>	<b>\$17,040,051</b>	<b>\$25,702,372</b>

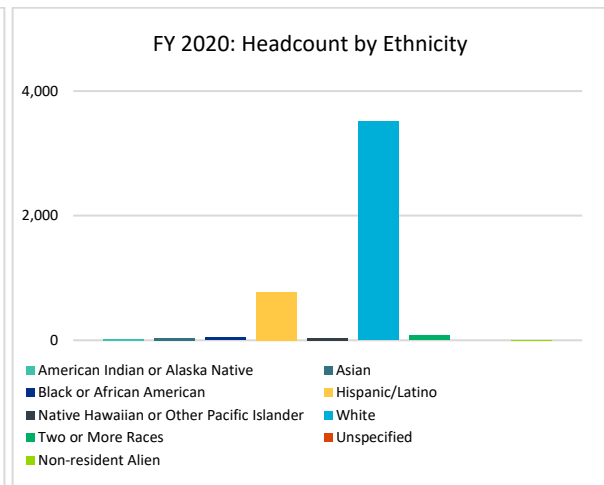
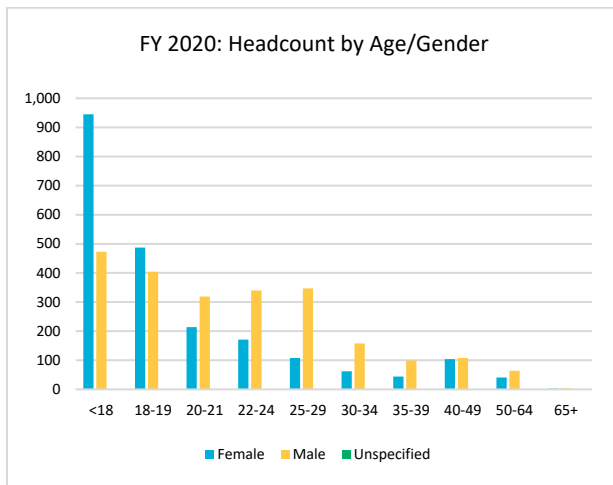
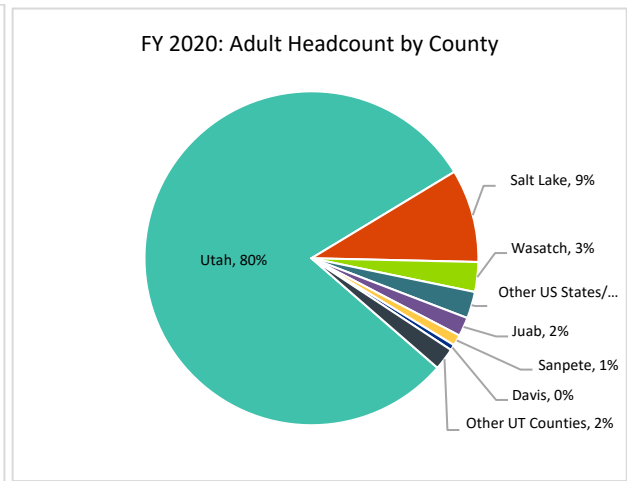
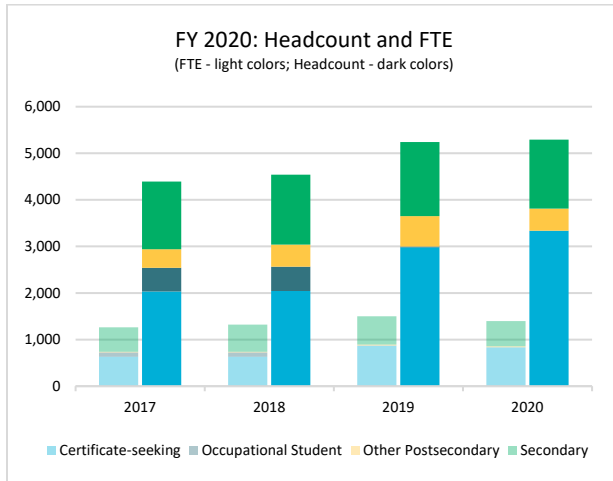


Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$7,267,598	\$9,051,998
Research		
Public Service		
Academic Support	1,644,179	1,771,774
Student Services	1,400,996	1,472,556
Institutional Support	3,618,843	4,730,835
Plant Operations	2,223,984	4,569,046
Depreciation		1,277,171
Scholarships/ Fellowships		357,530
Auxiliary Enterprises		1,366,890
Other Expenses/ Deductions		
Interest/Non-Operating	884,451	129,485
<b>Total Program Expenses</b>	<b>\$17,040,051</b>	<b>\$24,727,285</b>

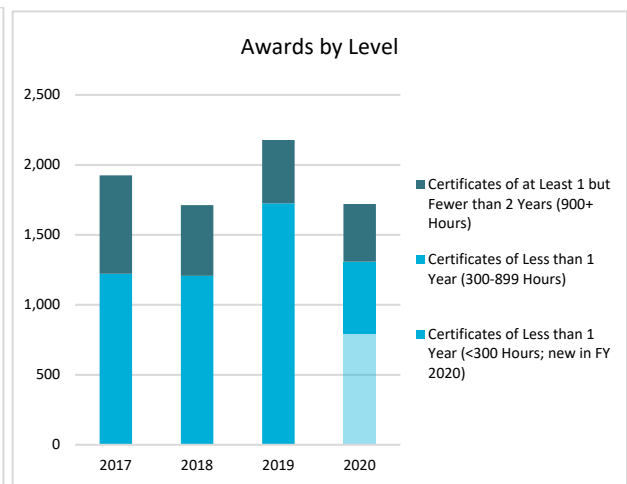
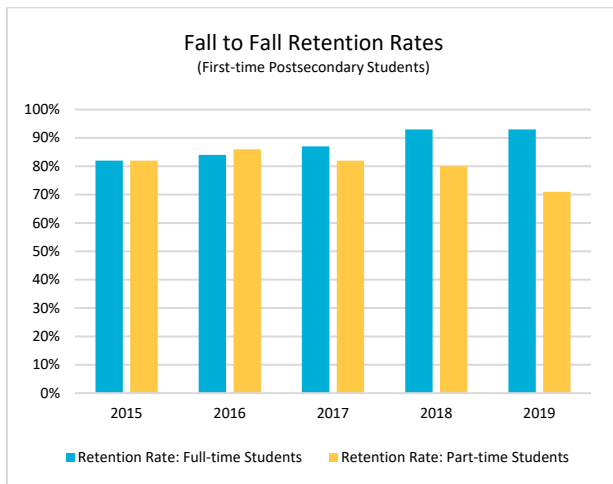


Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$2,856,470
Adjunct and TA Wages	2,018,246
Executive/Staff Wages	4,768,486
Employee Benefits	3,764,564
Travel	114,980
Current Expense	1,219,182
Fuel and Power	342,029
Equipment	1,071,643
Transfers	884,451
<b>Total Expenditures</b>	<b>\$17,040,051</b>

## Student Enrollment



## Retention and Awards



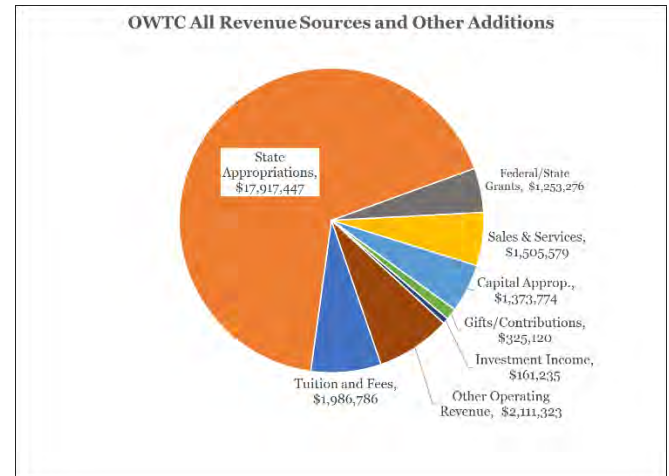


# Ogden-Weber Technical College

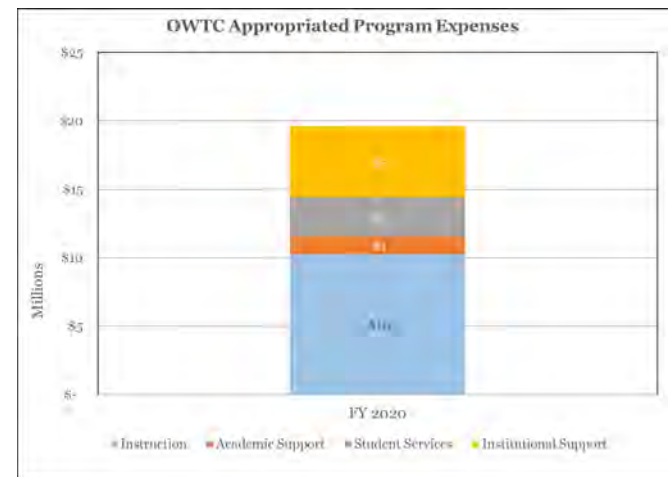
## Financial Summary 2021 General Session



Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$1,664,766	\$1,986,786
Operating Grants/ Contracts		1,835,998
Sales/Services: Auxiliaries		1,505,579
Other Operating Revenue		
State/Federal Appropriations	17,539,300	17,917,447
Federal/State Grants		1,253,276
Gifts/Contributions		325,120
Investment Income		161,235
Other Non-Operating		275,325
Capital Appropriations		1,373,774
Capital Grants & Gifts		
Additions to Endowments		
Other Revenues	394,618	
<b>Total Revenues</b>	<b>\$19,598,684</b>	<b>\$26,634,540</b>

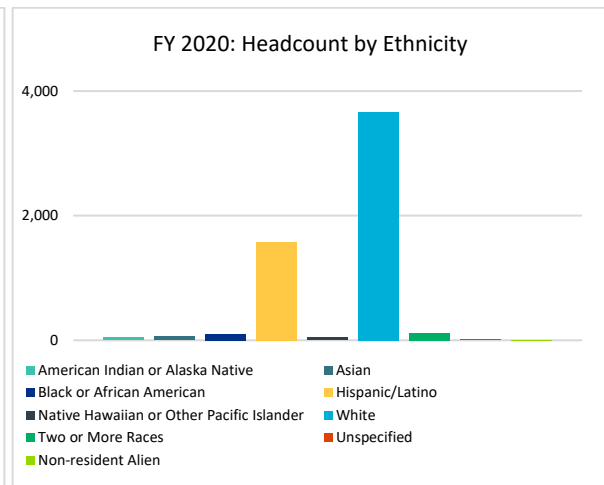
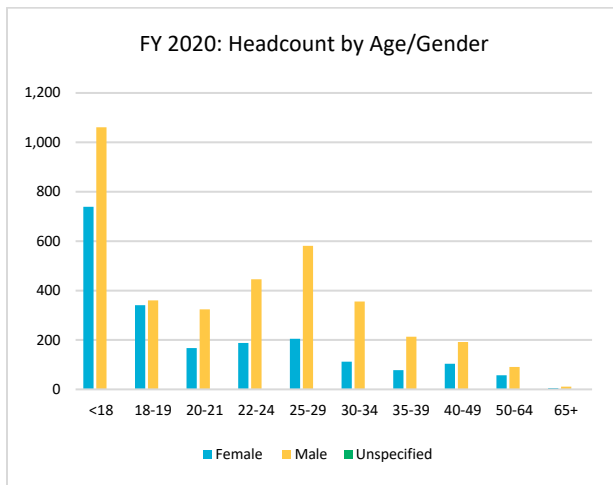
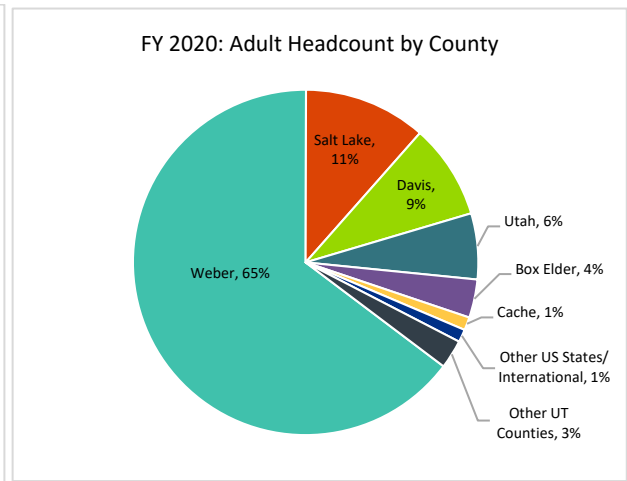
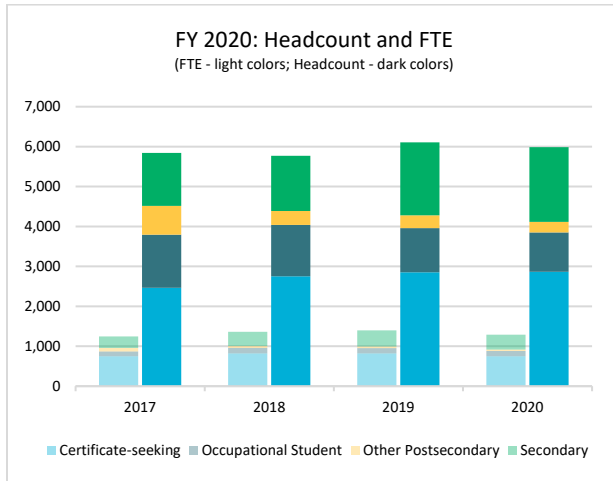


Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$10,250,690	\$9,884,726
Research		
Public Service		
Academic Support	1,320,427	1,570,004
Student Services	2,828,189	2,833,670
Institutional Support	5,199,378	3,059,329
Plant Operations		2,174,912
Depreciation		2,110,742
Scholarships/ Fellowships		
Auxiliary Enterprises		1,561,052
Other Expenses/ Deductions		1,583,051
Interest/Non-Operating		
<b>Total Program Expenses</b>	<b>\$19,598,684</b>	<b>\$24,777,486</b>

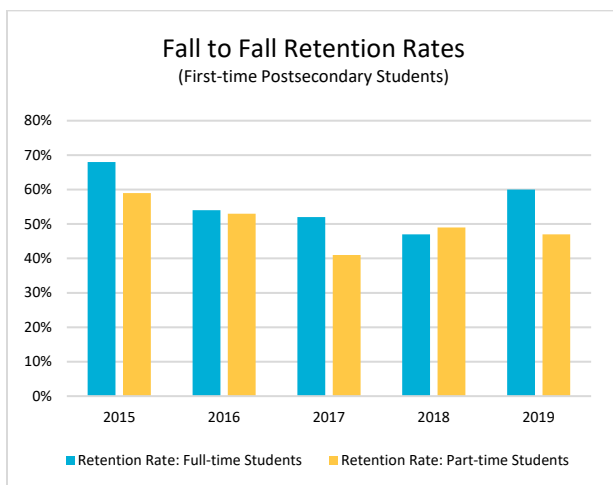


Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$3,420,000
Adjunct and TA Wages	1,542,979
Executive/Staff Wages	4,812,847
Employee Benefits	4,054,911
Travel	42,086
Current Expense	4,279,363
Fuel and Power	
Equipment	1,446,498
Transfers	
<b>Total Expenditures</b>	<b>\$19,598,684</b>

## Student Enrollment



## Retention and Awards

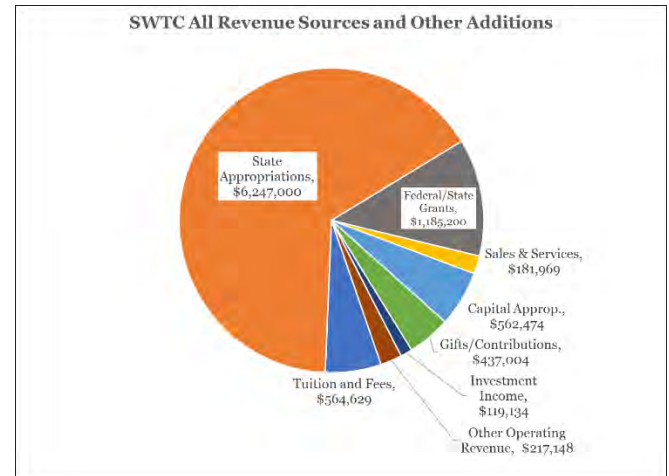


# Southwest Technical College

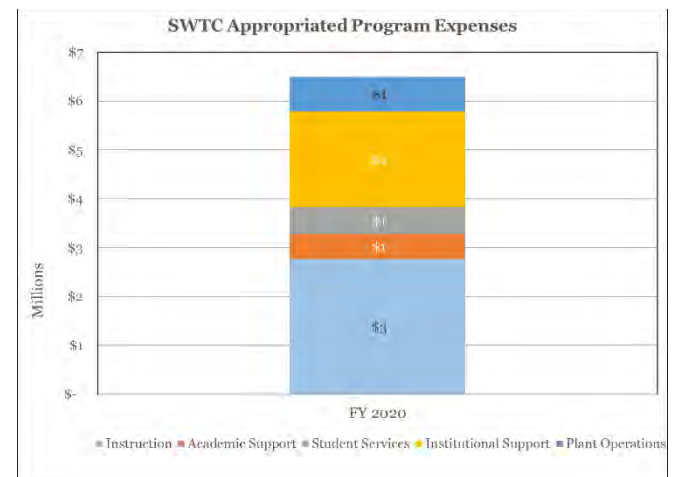
## Financial Summary 2021 General Session



Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$383,233	\$564,629
Operating Grants/ Contracts		181,969
Sales/Services: Auxiliaries		189,361
Other Operating Revenue		
State/Federal Appropriations	6,247,000	6,247,000
Federal/State Grants		1,185,200
Gifts/Contributions		437,004
Investment Income		119,134
Other Non-Operating		
Capital Appropriations		562,474
Capital Grants & Gifts		
Additions to Endowments		
Other Revenues	651,874	27,787
<b>Total Revenues</b>	<b>\$7,282,107</b>	<b>\$9,514,558</b>

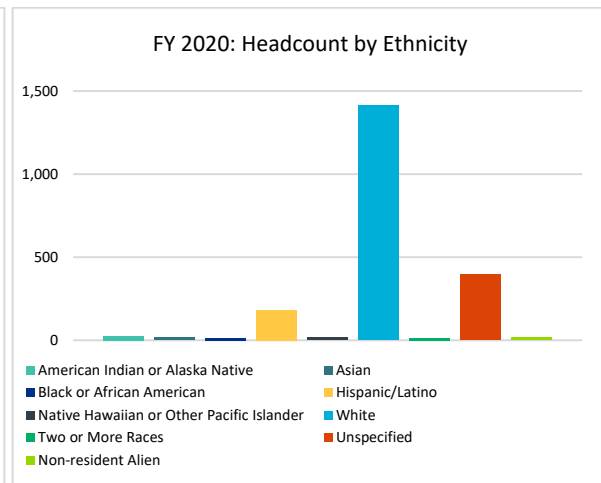
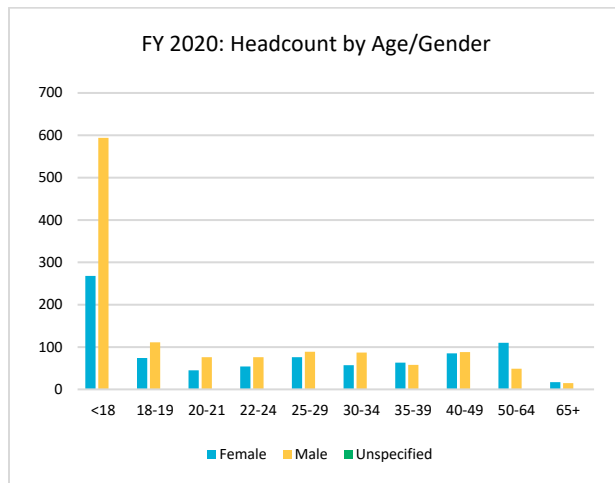
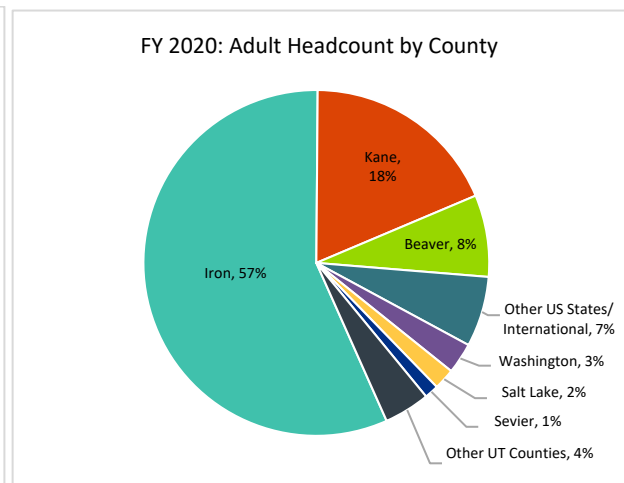
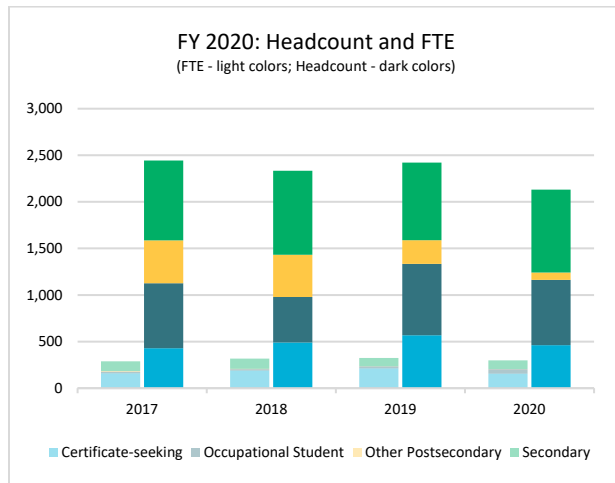


Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$2,769,725	\$2,757,462
Research		
Public Service		
Academic Support	504,649	472,398
Student Services	555,237	558,614
Institutional Support	1,964,840	1,600,641
Plant Operations	704,429	755,657
Depreciation		1,069,678
Scholarships/ Fellowships		371,260
Auxiliary Enterprises		151,271
Other Expenses/ Deductions		121,393
Interest/Non-Operating		
<b>Total Program Expenses</b>	<b>\$6,498,880</b>	<b>\$7,858,374</b>

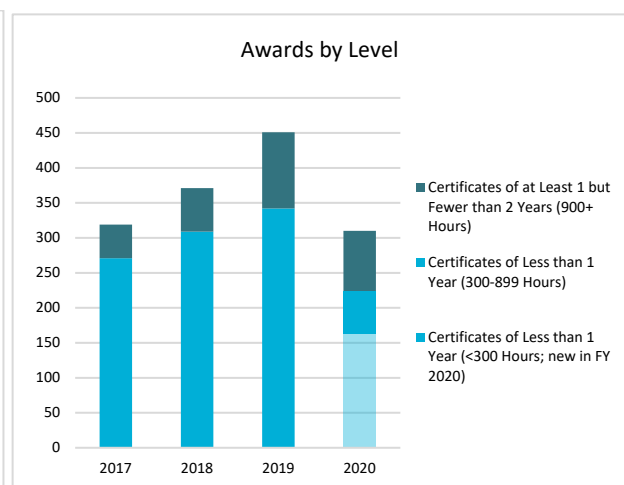
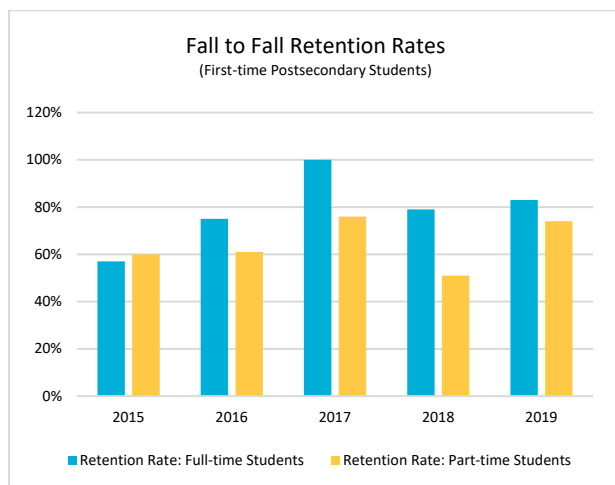


Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$867,678
Adjunct and TA Wages	332,697
Executive/Staff Wages	1,838,217
Employee Benefits	1,305,816
Travel	59,976
Current Expense	1,532,608
Fuel and Power	106,054
Equipment	455,834
Transfers	
<b>Total Expenditures</b>	<b>\$6,498,880</b>

## Student Enrollment



## Retention and Awards



# Tooele Technical College

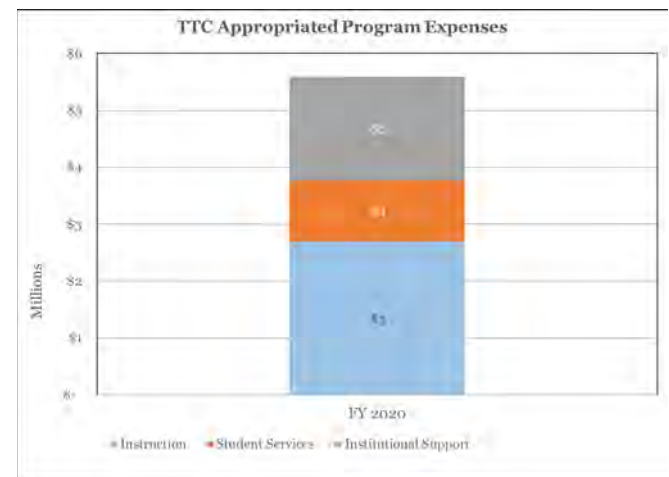
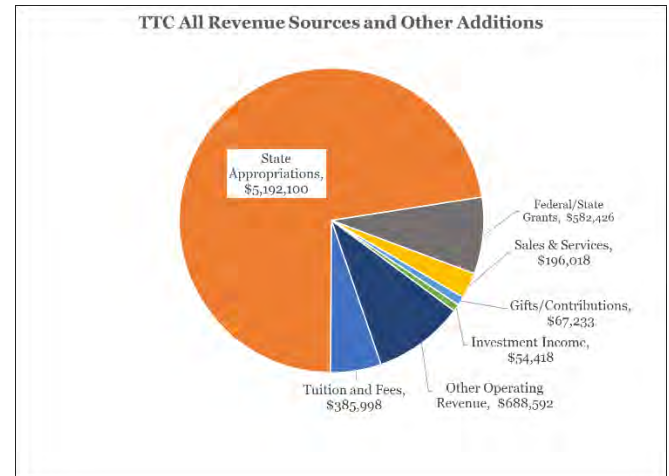
## Financial Summary 2021 General Session



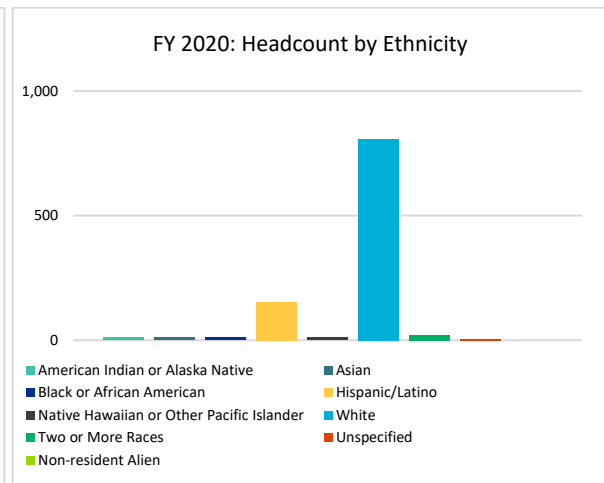
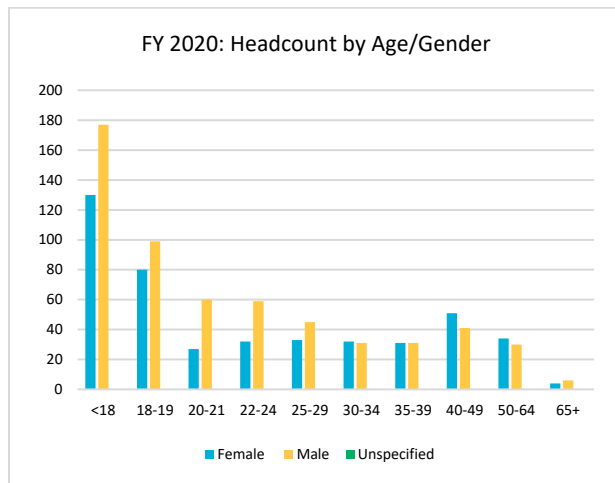
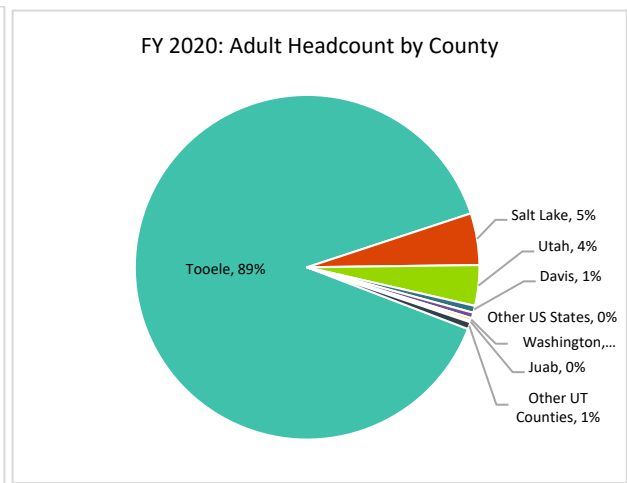
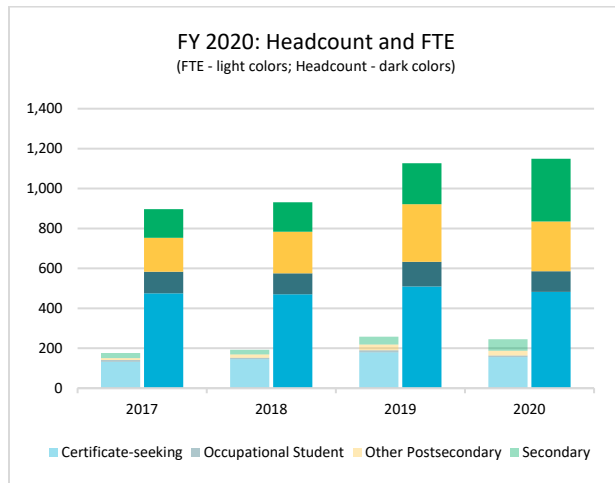
Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$332,700	\$385,998
Operating Grants/ Contracts		399,627
Sales/Services: Auxiliaries		196,018
Other Operating Revenue		288,965
State/Federal Appropriations	5,192,100	5,192,100
Federal/State Grants		582,426
Gifts/Contributions		67,233
Investment Income		54,418
Other Non-Operating		
Capital Appropriations		
Capital Grants & Gifts		
Additions to Endowments		
Other Revenues	414,499	
<b>Total Revenues</b>	<b>\$5,939,299</b>	<b>\$7,166,785</b>

Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$2,697,903	\$2,697,903
Research		
Public Service		
Academic Support		
Student Services	1,067,756	1,067,756
Institutional Support	1,822,701	1,822,701
Plant Operations	350,939	350,939
Depreciation		536,538
Scholarships/ Fellowships		243,683
Auxiliary Enterprises		163,722
Other Expenses/ Deductions		339,417
Interest/Non-Operating		3,220
<b>Total Program Expenses</b>	<b>\$5,939,299</b>	<b>\$7,225,879</b>

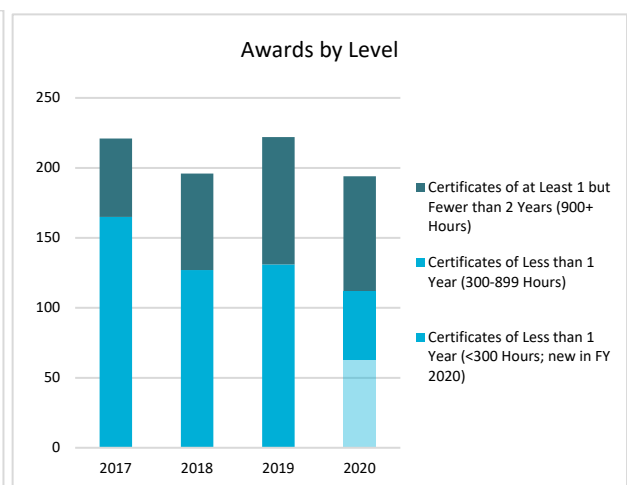
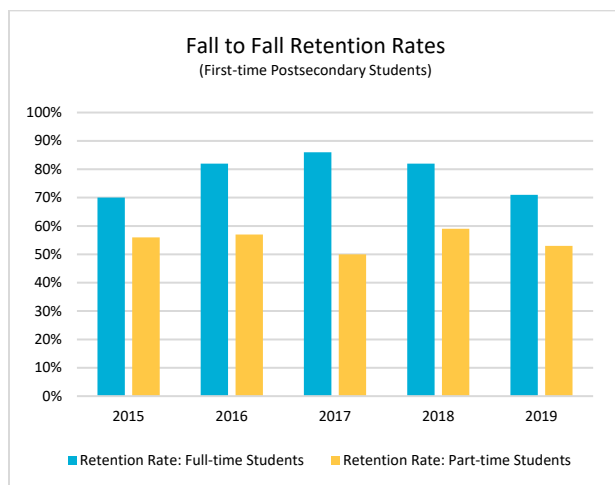
Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$1,544,845
Adjunct and TA Wages	
Executive/Staff Wages	1,735,514
Employee Benefits	1,601,144
Travel	27,974
Current Expense	470,217
Fuel and Power	149,405
Equipment	410,200
Transfers	
<b>Total Expenditures</b>	<b>\$5,939,299</b>



## Student Enrollment



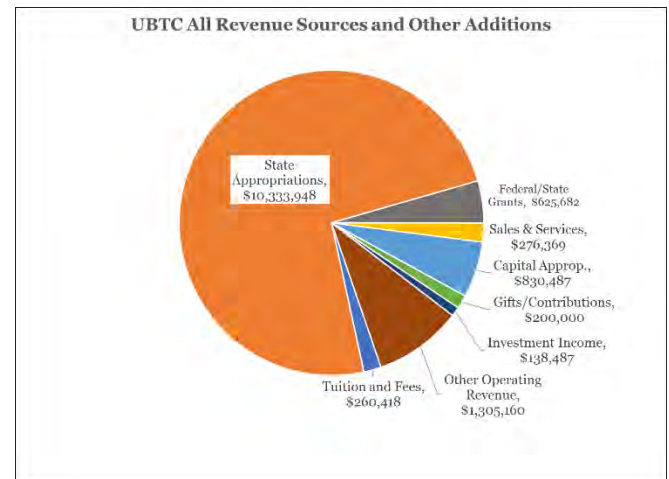
## Retention and Awards



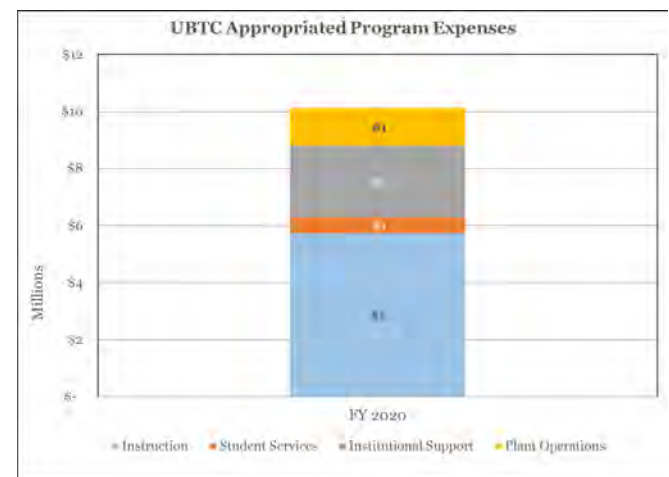
# Uintah Basin Technical College

## Financial Summary 2021 General Session

<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Tuition and Fees	\$354,106	\$260,418
Operating Grants/ Contracts		409,510
Sales/Services: Auxiliaries		276,369
Other Operating Revenue		108,929
State/Federal Appropriations	9,804,100	10,333,948
Federal/State Grants		625,682
Gifts/Contributions		200,000
Investment Income		138,487
Other Non-Operating		716,954
Capital Appropriations		830,487
Capital Grants & Gifts		
Additions to Endowments		
Other Revenues	529,848	69,767
<b>Total Revenues</b>	<b>\$10,688,054</b>	<b>\$13,970,551</b>

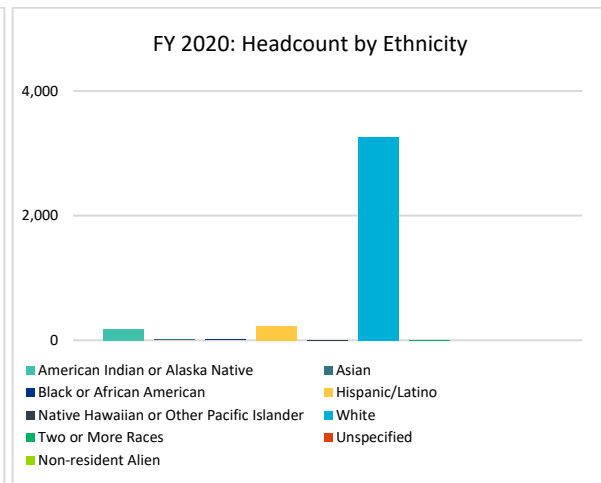
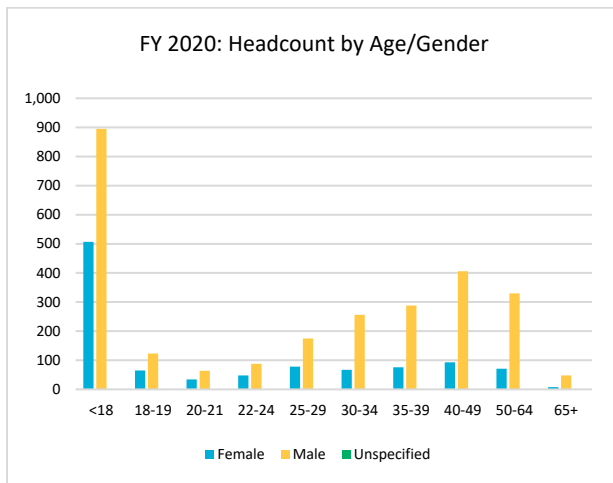
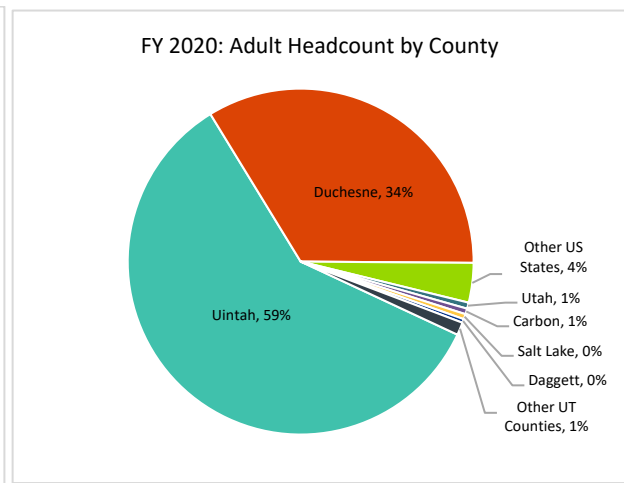
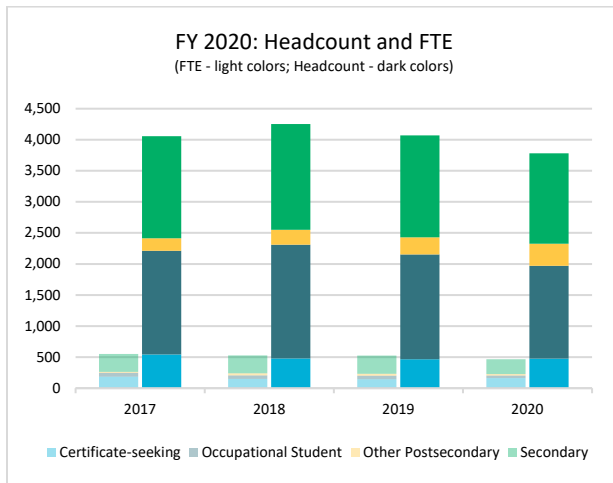


<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$5,722,091	\$6,360,261
Research		
Public Service		
Academic Support		
Student Services	569,826	569,823
Institutional Support	2,504,183	2,745,332
Plant Operations	1,320,519	1,552,717
Depreciation		1,330,143
Scholarships/ Fellowships		231,593
Auxiliary Enterprises		268,910
Other Expenses/ Deductions		
Interest/Non-Operating		
<b>Total Program Expenses</b>	<b>\$10,116,619</b>	<b>\$13,058,779</b>

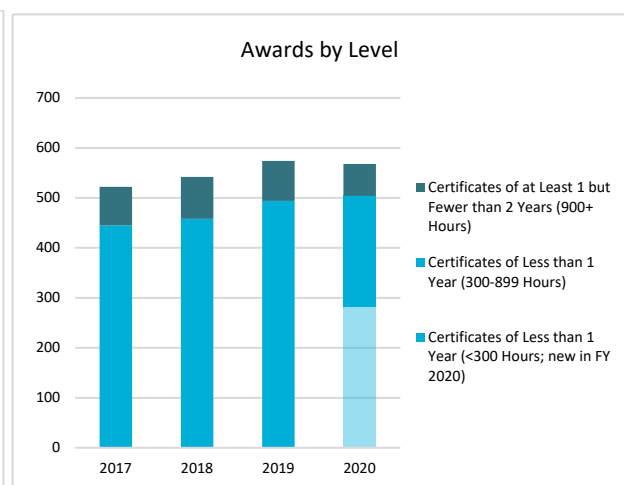
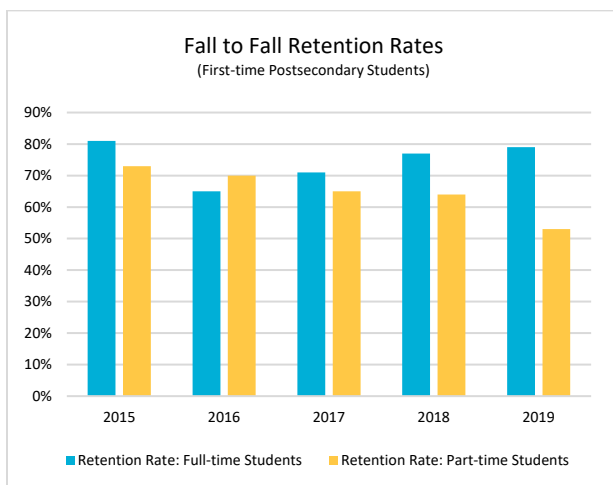


<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$2,449,402
Adjunct and TA Wages	363,000
Executive/Staff Wages	2,165,580
Employee Benefits	2,530,335
Travel	75,340
Current Expense	1,557,152
Fuel and Power	359,995
Equipment	615,815
Transfers	
<b>Total Expenditures</b>	<b>\$10,116,619</b>

## Student Enrollment



## Retention and Awards







UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB D

## General Consent Calendar

### A. MINUTES

1. Minutes of the Board Meeting—December 18, 2020, Board of Higher Education Office, Salt Lake City, Utah (Attachment)

### B. FINANCE AND FACILITIES

1. USHE Capital Policy Revisions (delegated authority to Trustees)
2. SLCC Non-Traditional Arrangement
3. University of Utah – Non-State Funded Project
4. Utah State University – Non-State Funded Project

### C. ACADEMIC EDUCATION PROGRAM NOTIFICATIONS

#### ACTION ITEMS

##### 7-year Reviews

##### Utah State University

1. Undergraduate and graduate programs within the S.J. and Jessie E. Quinney College of Natural Resources
2. Master of Music in Performance (Voice) within the Caine College of the Arts
3. Practical Nursing and Associate Applied Science in Nursing within the Emma Eccles Jones College of Education and Human Services
4. Bachelor of Science in Nursing within the Emma Eccles Jones College of Education and Human Services
5. Teacher Education Program within the Emma Eccles Jones College of Education and Human Services
6. Instructional Leadership Program within the Emma Eccles Jones College of Education and Human Services
7. School Counselor Program within the Emma Eccles Jones College of Education and Human Services

#### INFORMATION ITEMS

1. Weber State University – Master of Physician Assistant Studies
2. Weber State University – Master of Social Work (MSW)
3. Dixie State University – Bachelor of Science in Electrical Engineering

4. Dixie State University – Bachelor of Science in Software Engineering
5. Salt Lake Community College – Associate of Pre-Science in Biology

#### **D. GRANT PROPOSALS**

1. University of Utah – North Carolina State University; “CREAS3”, \$4,575,000. Principal Investigator, Glenn Eric Sjoden.
2. University of Utah – National Science Foundation; “LEAP HI MFDA”; \$1,999,944. Principal Investigator, Bruce K Gale.
3. University of Utah – DHHS National Institutes of Health; “RABITT Ro1 – Cochlear”; \$1,906,250. Principal Investigator, Richard D Rabbitt.
4. University of Utah – NIH Natl Inst Arthrit Muscoskel Skin Dis; “YU-Ro1 Antibody Fragments”; \$1,906,250. Principal Investigator, Michael Seunghu Yu.
5. University of Utah – NIH Natl Inst Deaf & Other Comm Disorder; “Holman Ro1 VESTIB NEUROEPITHE”; \$1,906,250. Principal Investigator, Holly A Holman.
6. University of Utah – NIH Natl Inst Biomedical Imaging & Bioeng; “Injectable Antenna”; \$1,525,000. Principal Investigator, Huanan Zhang.
7. University of Utah – Army Medical Research Acquisition Activity; “CDMP 2020”; \$1,449,695. Principal Investigator,
8. University of Utah – National Science Foundation; “SIMBA-GT”; \$1,358,926. Principal Investigator, Jeffrey Phillips.
9. University of Utah – NIH National Inst Child Hlth & Human Dev; “Restored Ro1”; \$3,431,250. Principal Investigator, Alexandra Liisa Terrill.
10. University of Utah – Univ of Kansas Med Ctr Resh Inst; “Sedentary-Bad”; \$1,405,690. Principal Investigator, Tanya M Halliday.
11. University of Utah – DOE Advanced Rsrch Project Agency-Energy; “Designing Novel Alloys”; \$2,839,032. Principal Investigator, Ravi Chandran.
12. University of Utah – DOE Advanced Rsrch Projects Agency-Energy; “Ultimate-Powder”; \$1,384,731. Principal Investigator, Pei Sun.
13. University of Utah – NIH National Institute on Aging; “Stephens Ro1 Oct 2020”; \$3,783,886. Principal Investigator, Caroline Esther Stephens.
14. University of Utah – DHHS National Institutes of Health; “Ro1: KOH, MEI YEE”; \$2,555,264. Principal Investigator, Mei Yee Koh.
15. University of Utah – NIH National Heart Lung & Blood Inst; “Polymeric Liquid Embolics”; \$1,906,250. Principal Investigator, Hamidrezas Ghandehari.
16. University of Utah – NIH National Cancer Institute; “TECDEPT Resubmit”; \$1,906,250. Principal Investigator, Shawn C Owen.
17. University of Utah – NIH Natl Inst Neurology Disorders Stroke; “Macrophages and Seizures”; \$1,035,819. Principal Investigator, Karen S Wilcox.
18. University of Utah – NIH National Inst of General Medical Sci; “R35-MIRA Gagnon”; \$1,906,250. Principal Investigator, James Gagnon.

19. University of Utah – NIH National Inst of General Medical Sci; “MIRA: Dean Castillo”; \$1,906,250. Principal Investigator, Dean Castillo.
20. University of Utah – NIH National Inst of General Medical Sci; “Integrating Stochasticity”; \$1,868,780. Principal Investigator, Jessica M Swanson-Voth.
21. University of Utah – DHHS National Institutes of Health;” O-ATOM Transfer Processes CU”; \$1,525,000. Principal Investigator, Matthew T Kieber-Emmons.
22. University of Utah – Utah State Board of Education;” USBE Contract – 5 year”; \$1,332,905. Principal Investigator, Nalini M Nadkarni.
23. University of Utah – National Science Foundation; “NSF CSSI Anthroscap”; \$1,940,705. Principal Investigator, Brian Frank Coddington.
24. University of Utah – DHHS National Institutes of Health; “Environmental Exposures”; \$1,613,286. Principal Investigator, Sara Elizabeth Grineski.
25. University of Utah – NIH National Cancer Institute; “McMahon\_R35\_11.20.19”; \$6,405,000. Principal Investigator, Martin McMahon.
26. University of Utah – DHHS National Institutes of Health; “R01 Hypoglycemia”; \$2,088,724. Principal Investigator, Owen Chan.
27. University of Utah – Patient Centered Outcomes Resh Inst; “Langenecker PCORI 2020CYC3”; \$11,437,500. Principal Investigator, Scott Aaron Langenecker.
28. University of Utah – DHHS National Institutes of Health; “TRO1 Fairfax (MPI)”; \$3,842,759. Principal Investigator, Keke Fairfax.
29. University of Utah – NIH Natl Inst Alcohol Abuse & Alcoholism; “Interventions Law”; \$3,544,009. Principal Investigator, Matthew S Thiese.
30. University of Utah – DHHS National Institutes of Health; “Covid-19: Pentoc-19”; \$3,351,107. Principal Investigator, Raminder Nirula.
31. University of Utah – NIH Natl Inst Alcohol Abuse & Alcoholism; “Legal Peril”; \$3,326,613. Principal Investigator, Matthew S Thiese.
32. University of Utah – NIH National Institute on Drug Abuse; “Opioid Use Disorder and OVERD”; \$3,307,153. Principal Investigator, Fares Qeadan.
33. University of Utah – DHHS National Institutes of Health; “Romeo – Oct2020”; \$3,282,946. Principal Investigator, Brock B Oneil.
34. University of Utah – DHHS National Institutes of Health; “NKOY R01 Oct2020”; \$3,211,898. Principal Investigator, Flory Lumu Nkoy.
35. University of Utah – DHHS National Institutes of Health; “Christensen R01 Oct2020”; \$3,080,211. Principal Investigator, Michael Benjamin Christensen.
36. University of Utah – DHHS National Instituters of Health; “Punam Sawant R01”; \$2,944,848. Principal Investigator, Punam Adhik Pokam.
37. University of Utah – DHHS National Institutes of Health; “Pa-20-055 Shcheglovitov”; \$2,944,683. Principal Investigator, Oleksandr Shcheglovitov.
38. University of Utah – DHHS National Institutes of Health; “PAS-18-483 Maricq 10.5.20”; \$2,864,430. Principal Investigator, Andres Villu Maricq.

39. University of Utah – DHHS National Institutes of Health; “R37Merit Ext. W. Sundquist”; \$2,785,430. Principal Investigator, Wesley I Sundquist.
40. University of Utah – CDC Natl Inst Occupational Safety & Hlth; “Legal Brief”; \$2,648,241. Principal Investigator, Matthew S Thiese.
41. University of Utah – DHHS National Institutes of Health; “Pledger R01 Oct2020”; \$2,557,018. Principal Investigator, Warren J Pledger.
42. University of Utah – NIH Natl Inst Diabetes Digest Kidney Dis; “Nanotechnology & Hemodialysis”; \$2,481,610. Principal Investigator, Yan-Ting Shiu.
43. University of Utah – DHHS National Institutes of Health; “Brigidi DP2”; \$2,287,500. Principal Investigator, Monica L Vetter.
44. University of Utah – Harvard University; “Genetics Consortium 100”; \$2,121,754. Principal Investigator, Louisa A Stark.
45. University of Utah – DHHS National Institutes of Health; “Park R01 Aerosolization Oct2020”; \$2,088,328. Principal Investigator, Albert H Park.
46. University of Utah – DHHS Agency For Healthcare Resh & Quality; “AHRQ R01 Utah Team Care Model”; \$1,998,655. Principal Investigator, Lisa Higham Gren.
47. University of Utah – DHHS Agency For Healthcare Resh & Quality; “PA-18-795 R01 Ozanne”; \$1,996,832. Principal Investigator, Elissa Ozanne.
48. University of Utah – DHHS Agency For Healthcare Resh & Quality; “Coon AHRQ R01 OCT 2020”; \$1,995,674. Principal Investigator, Eric Coon.
49. University of Utah – DHHS National Institutes of Health; “Miller R35”; \$1,906,250. Principal Investigator, Matthew Paul Miller.
50. University of Utah – DHHS National Institutes of Health; “R35MIA 10.2.20”; \$1,906,250. Principal Investigator, Gregory Stuart Ducker.
51. University of Utah – National Science Foundation; “HEYS NSF”; \$1,512,495. Principal Investigator, Jim Heys.
52. University of Utah – Rochester Institute of Technology; “Hydraulic Rods: Sub W RIT”; \$1,423,528. Principal Investigator, Thomas Wade Fallin.
53. University of Utah – Medical University of South Carolina; “HOLUBKOV MUSC SUB OCT 2020”; \$1,210,370. Principal Investigator, Richard Holubkov.
54. University of Utah – DHHS National Institutes of Health; “Somatic Mutations”; \$1,034,640. Principal Investigator, Lynn B Jorde.
55. University of Utah – ABT Associates Inc; “CDC Covid”; \$1,021,694. Principal Investigator, Michael W Varner.
56. University of Utah – DHHS Health Resources \* Services Admn; “HRSA RCORP”; \$1,000,000. Principal Investigator, Adam Joseph Gordon.
57. University of Utah – DHHS National Institutes of Health; “Membrane-Embedded Proteins”; \$1,906,250. Principal Investigator, Tamara Carla Bidone.
58. University of Utah – University of Florida; “Defining Targets DBS”; \$1,353,286. Principal Investigator, Christopher B Butson.

59. Utah State University – National Institutes of Health; “Buenas Bases: An Early Childhood Development Intervention for Children of Ecuadorian Adolescent Mothers”; \$3,168,556. Principal Investigator, Lisa K Boyce; Co-Investigators, Spencer D Bradshaw, Jill Emily Luoto, Patricia Ordóñez, Eric Noel Reither, Sonie Rodríguez-Jaramillo, Marcela Santos, Sarah Elizabeth Schwartz, Ryan Bert Seedall.
60. Utah State University – US NSF Directorate for Biological Sciences; “DISES: Disease, Safety, and Social Beliefs in Integrated Human-Carnivore Urban Systems”; \$1,599,679. Principal Investigator, Kerry A Rood; Co-Investigators, Baggio, Jacopo, Roug, Annette, Sabuhoro, Edwin, Julie Kirsten Young.
61. Utah State University – DISES: Collective Decision Making and Infrastructure Design Principles for Coping with Deep Uncertainty in Socio-environmental Systems”; \$1,595,149. Principal Investigator, Jacob C Freeman; Co-Investigators, John Anderies, Jacopo Baggio, Noelle Gabriele Beckman, Erick Nolan Robinson.
62. Utah State University – US National Science Foundation; “DISES: Dynamics of Environmental and Social Critical Transitions with Desiccation”; \$1,599,925. Principal Investigator, Soren Michael Brothers; Co-Investigators, Janice Brahney, Stefani Allison Crabtree, Jennifer Givens, Sara Elizabeth Null.
63. Utah State University – US National Science Foundation; “From landscapes to hotspot dynamics: Leveraging new horizons in movement ecology to transform predictability of spatial disease risk”; \$2,499,061. Principal Investigator, Kezia Manlove; Co-Investigators, Guiollaume Bastille-Rousseau, Kim Pepin, Mark Wilber.
64. Utah State University – University of Central Florida; “Ovarian derived exosomal miRNA as a juvenile protective factor”; \$1,437,160. Principal Investigator, Jeffrey Mason.
65. Utah State University – NASA Jet Propulsion Laboratory; “Iris Radio S Band Slice for Jet Propulsion Laboratory”; \$1,846,882. Principal Investigator, Tim Neilsen.
- 66.

## E. AWARDS

1. University of Utah – US Ignite; “POWDER”; \$2,613,193. Principal Investigator, Jacobuserasmus Van Der Merwe.
2. University of Utah – US Department of State; “Greenland Mine Training”; \$1,184,903. Principal Investigator, Rajive Ganguli Phd.
3. University of Utah – NIH National Cancer Institute; “U01-CA206110”; \$1,731,954. Principal Investigator, Cornelia Ulrich.
4. University of Utah – US Department of Defense; “NSAIS Metric Pain II Study”; \$2,486,461. Principal Investigator, Thomas F Higgins.
5. University of Utah – State of Utah – Norlin HIE IADP Sub MAY 017”; \$2,236,201. Principal Investigator, Ernest Charles Norlin.

6. University of Utah – DHHS Health Resources & Services Adm; “HRSA Med Student Education”; \$1,750,000. Principal Investigator, Ty Dickerson.
7. University of Utah – Takeda Pharmaceutic Als North America Inc; “Albertine Takeda MAY 2019”; \$1,042,767. Principal Investigator, Kurt H Albertine.
8. Utah State University – US Dept of Justice; Office of Juvenile Justice and Delinquency;” \$1,250,000. Principal Investigator, Jolene B Bunnell; Co-investigator, Kathleen Riggs.
9. Utah State University- NASA Jet Propulsion Laboratory; “Near Earth Object Surveyor”; \$1,132,917. Principal Investigator, Brent Carlson.
10. Utah State University – Ball Aerospace and Tech; “Roman Relative Calibration System”; \$1,527,553; Co-Investigators, Jeff Coleman, Alan Thurgood.
11. Utah State University – Air Force; “Republic of Korea Global Hawk Tasking, Collecting, Processing, Exploitation, and Dissemination”; \$1,180,762. Principle Investigator, Kyle Palmer.
12. Utah State University – Misc Federal Sponsors; “Lando”; \$3,474,231. Principal Investigator, Jack Felici.
13. Utah State University – Misc Federal Sponsors; “Yellowstone”; \$2,591,937. Principal Investigator, Jim Perry.



**UTAH SYSTEM OF HIGHER EDUCATION  
SYSTEM OFFICE, TWO GATEWAY, SALT LAKE CITY, UTAH  
VIRTUAL MEETING, ZOOM  
Friday, December 18, 2020**

**COMMITTEE OF THE WHOLE  
MINUTES**

**Board Members 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

**Board Members Absent**

Sanchaita Datta

**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  
Deneece 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 10:01 a.m.



## Committee of the Whole

### *Student Presentations*

Student Presentations provided by Anna Lightheart, Ish Magalei, Bryce Krieger, Aarushi Rohaj. This was an information item only; no action was taken.

### *Committee Updates (TAB A)*

Committee updates were provided by Board member Church, Board member Jones, Board member Newell, and Board member Clyde. This was an information item only; no action was taken.

### *Equity Lens Framework (TAB B)*

Committee chairs provided information about how each committee will use the Equity Lens Framework in their committees and in their strategic planning process. **Board member Jones made a motion to adopt the Equity Lens Framework to guide decision-making at the Board and System level; Board member Church seconded the motion and the motion passed.**

### *Scholarship Discussion (TAB C)*

Board member Church and Spencer Jenkins provided a summary of the proposed revisions to the Regents' Scholarship, New Century Scholarship, and Technical Education Scholarships. **Board member Damron made a motion for the Board to adopt the Commissioner's recommendation found in the *Proposed Revisions to Utah System of Higher Education Scholarships* memo (Tab C) and for staff to continue its efforts in anticipation of the 2021 Legislative Session; Board member Shawn Newell seconded the motion and the motion passed.**

### *General Consent Calendar (TAB D)*

**On a motion by Board member Arthur Newell and seconded by Board Vice Chair Osmond, the following items were approved on the Board's General Consent Calendar**

- Minutes - Minutes of the Board meeting October 30, 2020
- Finance and Facilities Items
- Student Affairs Items
- Academic Education Items
- Grant Proposals
- Awards

### *Cicero Report, Dixie State University Name Impact (TAB E)*

Dixie State President Richard Williams introduced the Cicero Group to provide a summary of the 'Dixie' Name Impact Study. **Board Vice Chair Osmond made a motion that the Utah Board of Higher Education support the recommendation from Dixie State University's Board of Trustees to change the university's name; I further move that the Board recommend to the Legislature that it change the name of Dixie State University; Board member Hall seconded the motion and the motion passed.**



*Campus Safety Baseline Report (TAB F)*

Board member Church introduced Marlon Lynch, Chief Safety Officer at the University of Utah, and Cameron Hansen from Cicero Group to provide a summary of the Campus Safety Baseline Report. This was an information item only; no action was taken.

Innovation Task Force and COVID–19 Update were moved to the January Board meeting agenda.

The meeting adjourned at 12:22 p.m.

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Geoffrey Landward, Secretary

Date Approved:



January 14, 2021

## Capital and Property Policy Revisions

In its December 2020 meeting, the Finance and Facilities Committee reviewed policy thresholds requiring Board review for institutional capital and property requests. The committee recommends the adjustment of some thresholds to reduce the number of items coming to the committee for review that could reasonably be delegated to institutional boards of trustees for final action. The following table outlines the Board policies that have been revised to expand the delegated authority to boards of trustees. The attached policy amendments, submitted for Board approval, reflect these changes.

Policy	Type of Request	Current Threshold for Board Review	Policy Change to Delegate to Trustees
<b>R702</b>	Non-State Funded Building (no bond or state-funded O&M)	Over \$500,000; Report after Approval	<b>Over \$5,000,000;</b> Report after Approval
<b>R703</b>	Property Acquisition (at or below appraisal w/in Service Area)	Over \$500,000; Report after Approval	<b>Over \$1,500,000;</b> Report after Approval
<b>R704</b>	Property Disposal (at or above appraisal)	Over \$500,000; Report after Approval	<b>Over \$1,000,000;</b> Report after Approval
<b>R705</b>	Leasing	Over 10 years or \$250,000 for UU/\$100,000 others; Report in Annual Report	<b>Not Required</b> – Delegated within Service Area; Report in Annual Report
<b>R712</b>	Non-Traditional Arrangements (including lease purchase)	Required for any Amount	<b>Over \$2,500,000;</b> Report after Approval

### Commissioner's Recommendation

The Commissioner recommends that the Board adopt changes to Policies R701, R702, R703, R704, R705, and R712 as outlined above, effective immediately.

## R702, Non-State Funded Projects<sup>1</sup>

**R702-1. Purpose:** To provide guidelines and requirements for institutional requests to program, plan, design, or construct a facility using non-state funds.

### R702-2. Definitions

**2.1. Architectural Programming:** A formal decision-making process used to identify and define the goals and uses of a capital project and to define the scope of work and cost prior to design or construction.

**2.2. Capital Development:** Has the same definition as Utah Code 63A-5-104(1)(a).

**2.3. Non-State Funded Project:** Any capital development project whose source of funding comes from anything other than state funds appropriated by the Utah State Legislature.

**R702-3. Requests for Non-State Funded Projects:** Except as provided in section 702-4, the Board of Higher Education shall review and authorize institutional requests for non-state funded projects that require Building Board or Legislative approval before the requests are submitted to those bodies. Such requests shall be based upon master planning requirements of Regent Policy R706, *Capital Facilities Master Planning*. Types of projects requiring Board approval include:

**3.1. Projects Funded from Student Fees, Contractual Debt, or Disposal or Exchange or Capital Assets:** Proposals for non-state funded projects funded in whole or in part from an adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets shall be approved by the institutional Board of Trustees prior to submission to the Board of Higher Education.

**3.2. Projects Funded from Private Sources:** Projects funded through private sources or a combination of private sources and other non-state funds, not meeting the requirements of section 702-4, shall be approved by the institutional Board of Trustees and the Board of Higher Education.

**3.2. Projects for which Legislative Revenue Bonding Authorization is Required:** Institutions shall submit non-state funded projects requiring revenue bonding to the

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<sup>1</sup> Approved January 20, 2017; amended July 21, 2017 and January 15, 2021.

Board of Higher Education for approval as required by Board Policy R590, *Issuance of Revenue Bonds for Higher Education*.

**R702-4. Delegation of Authority to Approve Certain Projects:** The Board of Higher Education delegates the authority to approve non-state funded projects to institutional Boards of Trustees in the following limited circumstances:

**4.1. Projects Funded from Private or Institutional Sources:** Institutional Board of Trustees may approve a project funded through private sources or a combination of private sources and other non-state institutional funds if the project meets the following conditions:

**4.1.1** The total cost of the project including design and construction does not exceed \$5,000,000;

**4.1.2.** New or additional operation and maintenance costs for the facility are identified by the institution, a plan is provided for the ongoing payment of those costs, and the plan will not require any additional state funding;

**4.1.3.** No student fees will be used in any part of the design or construction of the facility;

**4.1.4.** No revenue bonds are required to be issued to design or construct the facility; and

**4.1.5.** The project will not require incurring contractual debt or the disposal or exchange of land or other capital assets.

**4.2. Requests to use Donated or Institutional Funds for Planning and Design:**

Institutional Board of Trustees may approve requests to use donated or institutional funds for planning and design of proposed non-state funded project.

**4.3. Reporting:** Institutions shall report all projects approved under this section at the next regularly scheduled Finance and Facilities Committee meeting.

**R702-5. Operating and Maintenance (O & M) Costs on Non-State Funded Projects:** A non-state funded project will be eligible for state appropriated O & M when the use of the building is primarily for approved academic and training purposes and associated support and is consistent with the institution's facilities master plan requirements.

**5.1. Excess Space:** If an academic facility, funded in whole or in part by non-state funds, is built to a scale larger than Board approved programmatic or facilities planning requirements, the excess space may not qualify for state appropriated O & M funding. The Board will consider the

eligibility of the institution to receive state O & M funding for such excess space on a case-by-case basis.

**5.2. Non-Academic Space:** In most cases, a non-state funded project that is not primarily for approved for academic and training purposes or associated support will not be eligible for state appropriated O & M funding. If the institution requests to the Board of Higher Education to allow state-funded O & M, it shall include a detailed statement showing how space types included in the facility will relate to important institutional activities.

**5.3. O & M Funding Sources for Projects Not Eligible for State Appropriated O & M:**

In those cases where property acquisitions, construction, or remodeling projects are not eligible for state appropriated O & M funding, the institution's proposal must explain how it will pay the ongoing O & M as defined by the State Building Board. When making arrangements for ongoing O & M funding, institutions shall give first priority to separate non-state funding assured through private contracts or an O & M endowment established by a private donor; second, an institutional O & M funding plan with additional revenue to support the new space to be credited to its O & M accounts.

**R702-6. Architectural Programming of Non-State Funded Projects:** A non-state funded project does not require approval by the Board of Higher Education for the architectural programming of the facility.

## R703, Acquisition of Real Property<sup>1</sup>

**R703-1. Purpose:** To provide guidelines and requirements for the acquisition of real property by institutions of higher education and to specify the approval process for various types of real property acquisitions.

### R703-2. References

- 2.1. Utah Code [§53B-20-101](#) (Property Rights - Title and Control)
- 2.2. Utah Code [Title 63A, Chapter 5](#) (State Building Board - Division of Facilities Construction and Management)
- 2.3. [Board Policy R220](#), Delegation of Responsibilities to the President and Board of Trustees
- 2.4. [Board Policy R315](#), Service Area Designations and Coordination of Off-Campus Courses and Programs

**R703-3 Board of Higher Education Review of Property Acquisitions:** Except as provided by subsection 702-6, The Board of Higher Education shall review and consider for approval all institutional requests for real property acquisition that commit institutional funds in excess of \$1,500,000.

**3.1. Board of Higher Education Approval Required for Property Purchased Outside of an Institution's Service Area:** The Board of Higher Education shall review and consider for approval, regardless of term or purchase price, all institutional requests for real property acquisition that will include instructional space located outside of the service area designated by Board Policy R315, *Service Area Designations and Coordination of Off-Campus Courses and Programs*.

**R703-4. Required Appraisal:** For acquisitions of property by purchase or exchange, institutions shall establish the fair market value based on an appraisal completed by a State of Utah licensed appraiser with the purchase price not to exceed the appraised value unless otherwise justified.

**R703-5. Property Acquisition Guidelines:** When practicable, institutions shall use the following guidelines acquiring property, whether by purchase, exchange or to be accepted as gifts designated for ongoing institutional use, regardless of the location of the property. The Board of Higher Education recognizes that, based on the circumstances of specific properties, some or all of these guidelines may not apply.

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<sup>1</sup> Adopted January 20, 2017, amended January 15, 2021.

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

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

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

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

**5.5. Past Maintenance and Operational Expenses:** Where possible, past maintenance and operational expense histories should be obtained.

**5.6. Sites, Zoning, and Planning Information:** This information should be obtained where applicable or when it is determined to be needed.

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

**R703-6. Delegation of Authority to Approve the Acquisition of Real Property:** The Board of Higher Education delegates the authority to acquire real property in the following limited circumstances:

**6.1.** Institutional Boards of Trustees may approve the acquisition of real property with institutional funds if the property is consistent with the approved campus master plan, the purchase price does not exceed \$1,500,000, and the space does not contain instructional space located outside of the service area designated by Regent Policy R315, *Service Area Designations and Coordination of Off-Campus Courses and Programs*.

**6.2. Acquisitions with Endowment or Foundational Funds:** Institutional Boards of Trustees may approve the acquisition of real property purchased with endowment funds or funds from independent foundations regardless of cost or location.

**6.3. Gifts of Real Property:** Institutional presidents may accept gifts of real property from donors, development initiatives, and fund raising in accordance with standards and procedures approved by the Boards of Trustees. The institution may sell the gifted property, hold it for future development or investment, or use it for any other institutional purpose.

**6.4. University of Utah Health Care System:** In accordance with Board Policy R220, *Delegation of Responsibilities to the President and Board of Trustees*, the University of Utah Board of Trustees may review and approve all property acquisitions for the University of Utah Health Care System.

**6.5. Purchase Price Below Appraised Value:** All property acquisitions approved under this section must have a supporting appraisal and the purchase price may not exceed the appraised value.

**6.6. No Request for Operation and Maintenance:** Institutions may not request operations and maintenance funding for property acquired under this section. If there is a need for operations and maintenance funds, the purchase must be approved through the Board of Higher Education.

**6.7. Reporting of Property Acquisitions:** Institutions shall report all property acquisitions or options approved under this section at the next regularly scheduled Finance and Facilities Committee meeting.



## R704, Disposal of Real Property<sup>1</sup>

**R704-1. Purpose:** To provide guidelines and requirements for institutions to dispose of real property and to establish the approval process.

### R704-2. References

- 2.1.** Utah Code [§53B-20-101](#) (Property Rights - Title and Control)
- 2. 2.** Utah Code [Title 63A, Chapter 5](#) (State Building Board - Division of Facilities Construction and Management)
- 2.3.** Policy R220, Delegation of Responsibilities to the President and Board of Trustees

**R704-3. Disposal of Property:** Except as provided by subsections 704-6 and 704-7, institutions shall request and obtain the Board's approval prior to disposing of real property.

**R704-4. Determination of Surplus Property:** If the institution determines the real property does not serve its mission and is, therefore, surplus property, the property is eligible for sale or exchange on the open market.

**R704-5. Fair Market Value:** Unless otherwise justified, surplus real property shall be sold at or above fair market value as determined by an appraisal completed by a State of Utah licensed appraiser.

### R704-6. Delegation of Authority to Approve the Disposal of Donated or Gifted Real

**Property:** The Board of Higher Education delegates to the Boards of Trustees the authority to dispose of real property subject to the following conditions:

**6.1. Price:** The disposal price cannot exceed \$1,000,000.

**6.2. Sell at Appraised Value:** The property shall be sold at or above fair market value as determined by an appraisal unless the value of the property does not warrant the cost of the appraisal, the gifted property has preexisting conditions that affect the future sales price, or the Board of Trustees determines that circumstances justify a sale below appraised value.

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<sup>1</sup> Adopted January 20, 2017, amended January 15, 2021.

**6.3. Reporting of Property Disposals:** When an institution disposes of property under this policy, it shall report the transaction at the next regularly scheduled Finance and Facilities Committee meeting.

**R704-7 Delegation of Authority to the University of Utah Board of Trustees for University Health Care System Property Transactions:** In accordance with Board Policy R220, *Delegation of Responsibilities to the President and Board of Trustees*, the University of Utah Board of Trustees may review and approve all property disposals and transactions for the University of Utah Health Care System.

## R705, Leased Space<sup>1</sup>

**R705-1. Purpose:** To comply with statute requiring the Board of Higher Education to establish written policies governing leasing for higher education institutions and to provide procedures for the approval of new leased space and for the annual reporting of leased space to the Board of Higher Education.

### R705-2. References

- 2.1. Utah Code [§53B-20-101](#) (Property Rights - Title and Control)
- 2.2. Utah Code [§3A-5-305](#) (Leasing by Higher Education Institutions)
- 2.3. [Policy and Procedures R220](#), Delegation of Responsibilities to the President and Board of Trustees
- 2.4. [Policy and Procedures R315](#), Service Area Designations and Coordination of Off-Campus Courses and Programs
- 2.5. [Policy and Procedures R587](#), Contract or Lease-Purchase Financing
- 2.6. [Policy and Procedures R712](#), Nontraditional Arrangements for Development of Facilities on Campuses

**R705-3 Board Approval of Leases Outside of Service Area:** The Board of Higher Education shall review lease terms and institutional requests to enter into new leases of capital facilities space for instructional space located outside of the service area designated by Board Policy R315, *Service Area Designations and Coordination of Off-Campus Courses and Programs*.

**R705-4. Leasing State-Owned Property to Outside Entities:** The Board of Higher Education shall review and approve institutional requests to lease state-owned institutional property to non-institutional entities if the annual lease cost will exceed \$250,000.

- 4.1. Approval of nontraditional arrangements for the use of institutional-owned facilities is subject to the provisions of Board Policy R712, *Nontraditional Arrangements for Development of Facilities on Campuses*.

**R705-5. Delegation of Authority to Boards of Trustees:** The Board of Higher Education delegates authority to the institutional Board of Trustees to approve all institutional property leases within the service area designated by Board Policy R315, *Service Area Designations and Coordination of Off-Campus Courses and Programs*.

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<sup>1</sup> Adopted January 20, 2017, amended January 15, 2021.

**R705-6. Delegation of Authority to the University of Utah Board of Trustees for University Health Care System Leases:** In accordance with Board Policy R220, *Delegation of Responsibilities to the President and Board of Trustees*, the University of Utah Board of Trustees may review and approve all property leases for the University of Utah Health Care System.

**R705-7. Annual Report to the Board of Higher Education:** The Commissioner shall report annually to the Board of Higher Education all space leased by the institutions in the System of Higher Education, including space leased for off-campus continuing education programs and space leased in research parks.

**7.1. Institution Lease Information:** In accordance with procedures and forms developed by the Commissioner's Office, institutions shall annually submit information for all space leased by the institution.

**7.2. Submission to the State Building Board:** After review by the Board of Higher Education, the Commissioner shall forward the report to the State Building Board for possible inclusion its comprehensive 5-year building plan.

## R712, Nontraditional Arrangement for Development of Facilities on Campuses<sup>1</sup>

**R712-1. Purpose:** To provide for consideration of nontraditional arrangements for development of facilities on campuses of institutions in the Utah System of Higher Education.

### R702-2. Reference

- 2.1. [Utah Code 53B-6-101](#) (Master Planning for Higher Education)
- 2.2. [Utah Code 53B-20-103](#) (Powers of State Board – Capital Facilities Projects)
- 2.3. [Utah Code 53B-21-108](#) (Financing Projects by Contract or Lease Agreement)
- 2.4. [Utah Code Title 63A, Chapter 5](#) (State Building Board – Division of Facilities Construction and Management)
- 2.5. Policy and Procedures R710, Capital Facilities
- 2.6. [Policy and Procedures R491](#), University Research Parks
- 2.7. [Policy and Procedures R587](#), Contract and Lease-purchase Financing

**R712-3. General Policy:** It is the general policy and expectation of the Board of Higher Education that nontraditional arrangements for development of facilities on campuses of institutions in the Utah System of Higher Education will be used sparingly and only where specific and unusual circumstances clearly so warrant.

**R712-4. Policy on Lease-Purchase Acquisitions of Facilities for Institutional Use:** Pursuant to authority contained in Utah Code [§53B-21-108](#) the Board of Higher Education will consider institutional proposals for lease-purchase acquisition of facilities to be financed totally from institutional revenues not a part of the appropriated budget. Such a proposal will be finalized only after receipt of advice from the Attorney General's Office that the specific proposal is within the Board's authority to approve under current statute. Approval of such proposals is subject to the provisions of Policy and Procedures R587, Contract and Lease-purchase Financing.

### R712-5. Policy on Facilities Developed and Owned by an Outside Party on Leased

**Institutional Land:** The Board of Higher Education recognizes that in specific instances, institutional and/or public interests may be well served by arrangements for construction and operation of facilities by outside organizations or parties on leased institutional property. The Board will, therefore, from time to time consider proposals for such arrangements on institutional property other than property in

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<sup>1</sup> Approved December 20, 1985, amended November 14, 2014 and January 15, 2021.

designated research parks for which, under State statute and Policy and Procedures R491, University Research Parks, research universities have delegated responsibility. Such a proposal will be finalized only after receipt of advice from the Attorney General's Office that the specific proposal is within the Board authority to approve under current statute, and final approval will be granted only where the following conditions are met:

**5.1. Program Benefits or Broad Public Purpose:** The proposed arrangement provides significant benefits to the program, students, faculty, or staff of the institution, or serves a broad public interest that could not be served as well any other way;

**5.2. Proper Developer and Use:** The proposed outside developer/owner and the proposed use of the facility are proper and appropriate for the image and environment of the institution;

**5.3. Adequate Compensation:** Compensation to the institution, either in cash or in kind (or a combination thereof), is adequate to justify any financial considerations provided by the institution to the outside developer/user of the facility;

**5.4. Contractual Provisions: Arrangements set forth in contract documents shall demonstrate that the provisions:**

**5.4.1.** Are financially feasible for the institution;

**5.4.2.** Adequately protect the interests of the institution regarding:

**5.4.2.1.** Initial relationships with the outside organization or party,

**5.4.2.2.** Resolution of eventualities that can reasonably be foreseen,

**5.4.2.3.** Institutional right to control appearance of the facility, external remodeling/additions, level of building and landscape maintenance, parking rights, exterior graphics, access to institutional utility systems and access roads,

**5.4.2.4.** Termination, extension, or renewal of the land-lease, and ultimate ownership of the facility;

**5.5. Construction Requirements: Contractual considerations shall ensure that the following conditions are met:**

**5.5.1. Quality Control:** Adequate provisions for quality control in the design and construction of the project

**5.5.2. Construction Codes:** Provision to ensure compliance with appropriate state or local construction codes;

**5.5.3. Life-Cycle Costing:** Assurance that provisions dealing with the costs of design, construction, operation and maintenance, and disposing of the building have been met.

**5.6. Attorney General Approval:** Attorney General's Office approves all contract documents as to form and legal authority.

**R712-6. Delegation of Authority to Approve Certain Projects:** The Board of Higher Education delegates the authority to institutional Boards of Trustees to approve nontraditional arrangements for facilities that met all of the conditions of this policy and have a project cost of less than \$2,500,000.

**6.1. Reporting:** Institutions shall report all projects approved under this section at the next regularly scheduled Finance and Facilities Committee meeting.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB A

January 14, 2021

## Salt Lake Community College – Non-Traditional Arrangement

Board Policy R712, *Non-Traditional Arrangements for Development of Facilities on Campuses*, requires the Board to approve development projects by outside entities on institutional land. Salt Lake Community College requests authorization to contract with a private developer to develop and operate student housing on the Taylorsville-Redwood Campus. In working with an outside consultant, the college finds demand for affordable student housing in the Taylorsville area and that a public-private partnership will provide the best option for the construction and operation of the facilities. The project will be presented to the SLCC Board of Trustees in the January 13, 2021, meeting. Additional information about the project is provided in the attached letter and presentation materials.

### Commissioner's Recommendation

The Commissioner recommends the Board authorize Salt Lake Community College to partner with a selected private developer to develop and operate student housing as presented, contingent on continued communication and review by the Attorney General's Office.

### Attachments:





30 December 2020

Board of Higher Education  
c/o Commissioner David R. Woolstenhulme  
Two Gateway; 60 South 400 West  
Salt Lake City, UT 84101-1284

RE: Student Housing at Salt Lake Community College

Commissioner:

In accordance with policy R712, *Nontraditional Arrangements for Development of Facilities on Campuses*, SLCC is requesting permission to pursue a student housing project on the Taylorsville-Redwood Campus. Specifically, the College would like to explore an arrangement for construction and operation of a housing initiative in accordance with Section 5 of the policy referred to above, that is: *Facilities Developed and Owned by an Outside Party on Leased Institutional Land*.

The College has engaged the Scion Group, which is a consulting company with expertise in student housing initiatives. Scion has conducted both a demand analysis and a financial analysis of placing student housing on the Taylorsville-Redwood Campus and found that such a project is not only needed and financially feasible, but would also advance the strategic goals of Salt Lake Community College. Based on the unique opportunity and challenge such a project presents, the College is of the opinion that pursuing a Public-Private Partnership (P3) arrangement would be the most prudent model under which to structure this initiative, thus the desire to discuss with the Board the requirements set forth in R712-5, as referred to previously. The College believes that a P3 arrangement offers the following advantages:

- Preserves College capital and borrowing capacity
- Transfers development risk to a 3<sup>rd</sup> party and operational risk to a not-for-profit entity who owns the improvements during the term of the ground lease
- Leverages private sector resources for College use
- Provides residual cash flow to the College, assuming sufficient project performance

The College has followed a thoughtful and deliberate process to date in considering the impact student housing might have on our campus. This process has included extensive discussions internally with executive administration, and externally with our financial advisors, counselors, and consultants – as well as Commissioner's Office staff. Even though pursuing this "nontraditional arrangement" takes us down a new path not previously trodden by SLCC or other institutions of higher education in the State, SLCC feels the time is right to consider and pursue these types of partnerships – for the overall benefit of our students and their success.

Thank you for your consideration and support of this request. We look forward to discussing this further with the Finance & Facilities Committee and with the Board of Higher Education as a whole. Let me know if there is anything else you need regarding this agenda item.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read 'Jeffrey J. West', with a long horizontal line extending to the right.

Jeffrey J. West

Vice President for Finance & Administration/CFO



1

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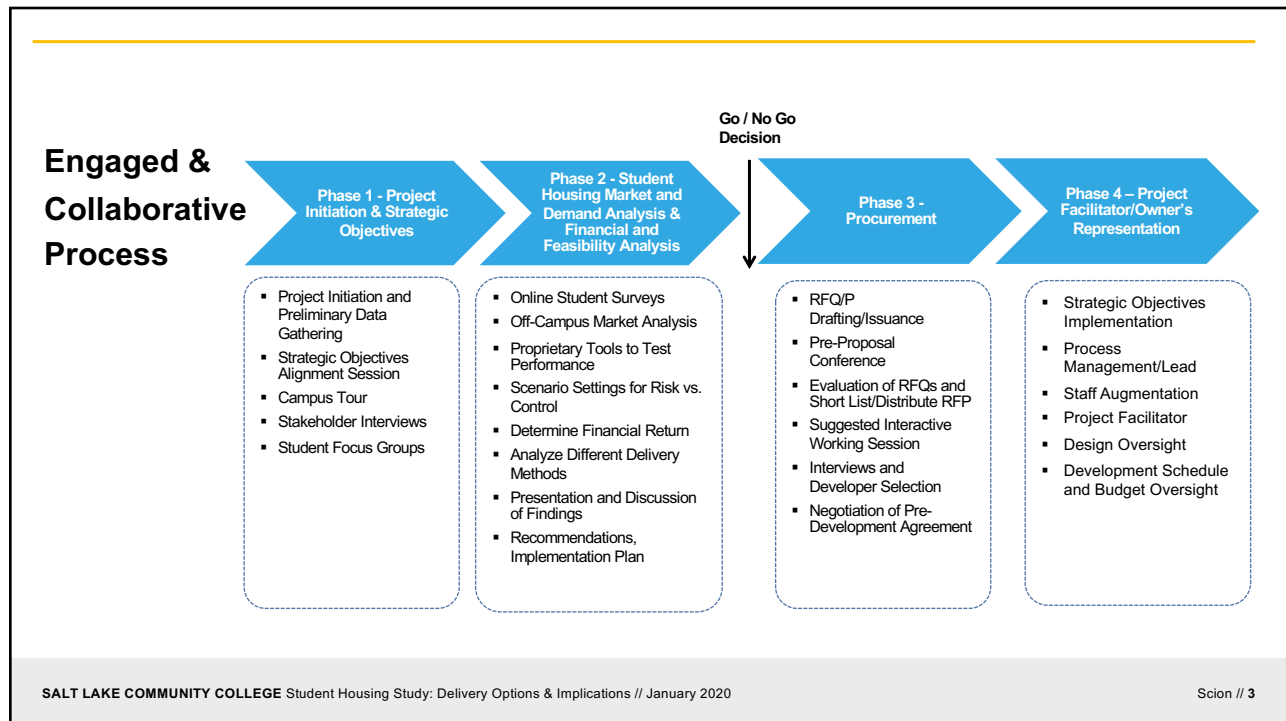
## Agenda

- 1 Market & Demand Analysis Findings
- 2 Delivery Method Comparison & P3 Overview
- 3 Financial Analysis Findings
- 4 Next Steps to Advance On-Campus Housing

SALT LAKE COMMUNITY COLLEGE Student Housing Study: Delivery Options & Implications // January 2020

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## Market & Demand Analysis Summary



Student housing would advance identified strategic objectives: *Affordability, Student Recruitment and Completion.*



Strong demand for housing for single students (518 – 643 beds) and students with families (607 – 679 units), with both cohorts preferring apartment-style housing.<sup>1</sup>



94% of students believe offering housing will be important for attracting future students and 89% believe it will be important for retaining future students.

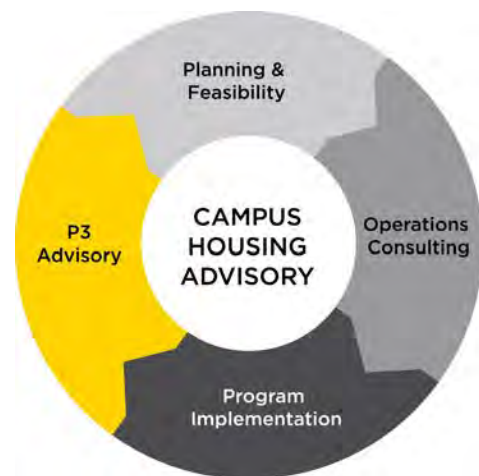


College Leadership generally favors the advancement of student housing to support the needs of SLCC students.

<sup>1</sup> Calculation of demand based on Fall 2019 enrollment and does not include demand for students enrolled in 0.5 to 5.5 units. Demand range based on survey-tested rates at the low end and then increase in demand if discounted rates were available. Rates for by-the-bed housing were decreased by 13%-17%, while rates for by-the-unit housing were discounted 5%-10%.

## The Scion Group

- Campus housing – **only focus** since 1999
- Worked with **250+ campus markets, 30+ at community colleges** throughout North America; including several at various stages of P3 implementation (Centennial College, Orange Coast Community College, Tacoma Community College and Santa Rosa Junior College)
- Multidisciplinary advisors with combined **100+ years** of on-campus housing experience and **50+ years** in finance and economics, planning, research and owner's representation
- **\$5 billion+** of new/renovated student housing facilities supported by our work
- **Stand-alone** advisory services practice, within the largest privately held portfolio in the country – **58,000 student housing beds**
- Scion is **not a developer**
- Offices in Chicago ♦ Dallas ♦ Irvine ♦ Washington, D.C. ♦ Toronto





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## Implementation Strategy

### College Owned Traditional Model

- College owns and controls 100% of the community.
- College retains 100% of economic benefit and risk.
- College issues tax-exempt bonds on its own or through a public conduit.
- Repayment of debt is a College obligation and new liability is reflected for balance sheet and credit purposes.
- Becomes an item of the College's debt profile and therefore, credit rating.
- College or third party manages project.

### Nonprofit/Foundation Owned Tax-Exempt Model (P3)

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## Implementation Strategy

### Potential College credit enhancement structures:

- Expense subordination
- Direct revenue support
- Contingent master leasing
- Master leasing for certain residents (athletes, foreign, etc.)
- Direct leasing of administrative/support space in building
- Additional reserve capitalization through project cash flow

### College Owned Traditional Model

### Nonprofit/Foundation Owned Tax-Exempt Model (P3)

- Nonprofit corporation owns community and issues tax-exempt bonds secured by project revenue.
- College credit enhancement is sometimes required to achieve optimal pricing on bonds.
- Developer earns development fee but maintains no on-going ownership interest or claim on community's annual net revenue.
- College or third party manages the community.
- College limits risk and debt capacity impact, but also realizes economic benefit from residual cash flow and maintains control over major project decisions.
- Project/improvements revert to the College once the outstanding debt is retired.

## Control vs. Risk

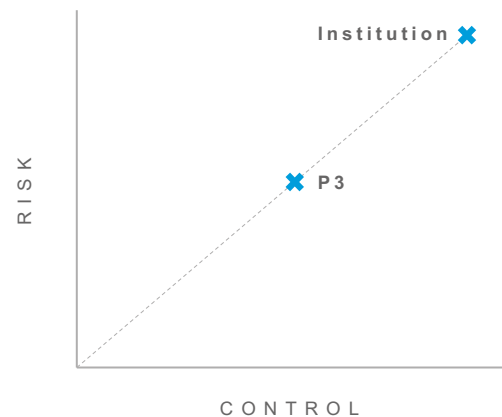
### Balancing to Achieve Goals

#### Sample Control Items:

Mission Alignment  
Program Design  
Construction Standards  
Schedule  
Operations – Program & Cash Flow

#### Sample Risk Items:

Cost Impact – Upfront & Ongoing  
Credit Impact  
Reputation Impact



## Section 3. Financial Analysis Findings

### Case Study: Financing Structure Comparison

College Funded	P3
<b>Pros</b> <ul style="list-style-type: none"> <li>Lowest cost of capital compared to other deal structures</li> <li>Control over key project decisions</li> <li>College receives all project cash flow</li> </ul>	<b>Pros</b> <ul style="list-style-type: none"> <li>Project designed to be fully self-funded</li> <li>Tax-exempt debt</li> <li>Typically limited financial commitment</li> <li>Low-to-moderate cost of capital</li> <li>Residual cash flow to the College</li> <li>Preserves debt for other capital projects</li> <li>Balance of control and risk</li> <li>Speed of delivery</li> </ul>
<b>Cons</b> <ul style="list-style-type: none"> <li>College assumes all risk associated with the project</li> <li>Direct impact on College debt capacity</li> <li>Speed of delivery</li> </ul>	<b>Cons</b> <ul style="list-style-type: none"> <li>Cost of capital typically higher than College Funded</li> <li>Limited control compared to College Funded</li> <li>Potentially varying degrees of financial commitment</li> <li>Additional project costs (Developer fee, DSRF, Capitalized Interest)</li> </ul>

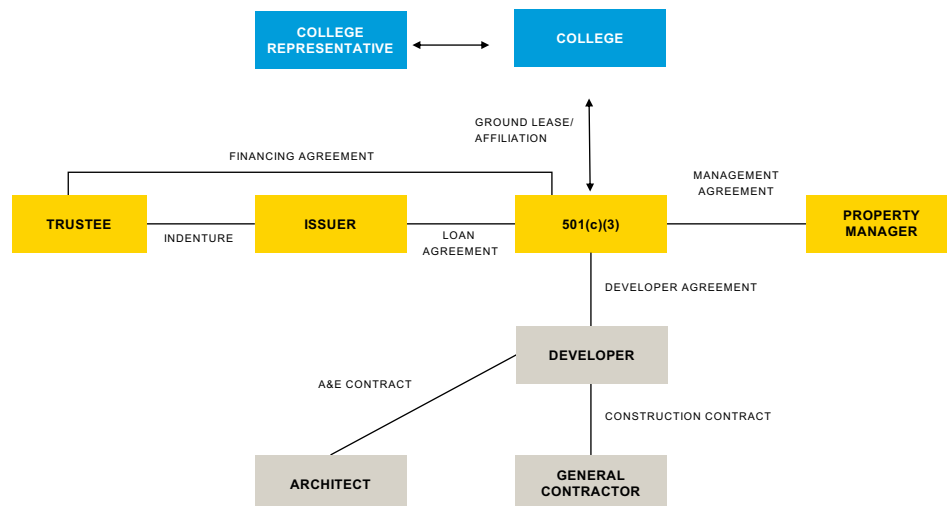
SALT LAKE COMMUNITY COLLEGE Student Housing Study: Delivery Options &amp; Implications // January 2020

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## Section 2. Delivery Method Comparison &amp; P3 Overview

### Example P3 Structure



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Section 3. Financial Analysis Findings

Tested Housing Program

Intended Cohort

Single Students

Bed Count

350 beds

Unit Type

Apartments

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## Section 3. Financial Analysis Findings

## Rate Comparison

Delivery Method	College Funded	P3
Unit Types	Monthly Rates (By-the-Bed)	Monthly Rates (By-the-Bed)
Studio	\$1,008	\$1,200
4 Bedroom Apartment	\$714	\$850
2 Bedroom Apartment	\$798	\$950
2 Bedroom Apartment (Double)	\$630	\$750

P3 rates represent the rates tested on the survey.

P3 programs may require some form of support from the College for credit enhancement purposes.

College funded scenarios experienced a decrease in rates because:

- Lower cost of capital
- Decreased debt service coverage requirement

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## Section 3. Financial Analysis Findings

## Rate Comparison

Scenario	Median Monthly Rate Per Person
College Funded*	\$725
P3*	\$863
Off-Campus Market Analysis**	\$863
Self-Reported – Full-Time**	\$750
Self-Reported – Part-Time**	\$800

P3 weighted median rate represent the rates tested on the survey.

P3 programs may require some form of support from the College for credit enhancement purposes.

College funded scenarios experienced a decrease in rates because:

- Lower cost of capital
- Moral obligation pledge from State of Utah to bondholders
- 'AA' S&P rating on moral obligation-backed bonds

Median off-campus rates per person in-line with P3 weighted median rates.

\*P3 and College Funded median rates are weighted based on unit types in conceptual 350-bed program.

\*\*Includes rent and utilities.

Note: "Self-reported" reflect the data SLCC students reported in the online survey administered as part of the Market and Demand Analysis.

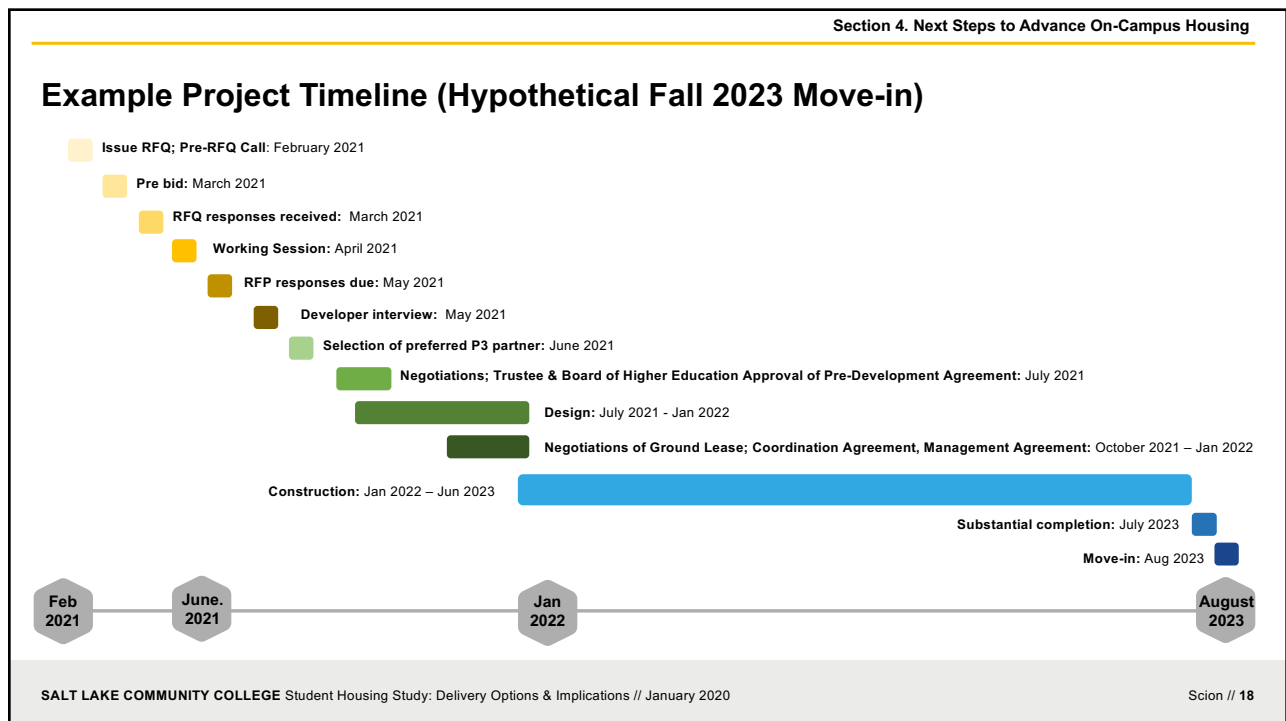
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Summary

The following summarizes the conclusions from the Market & Demand Analysis and financial testing within the context of the implementation strategies, as previously outlined.



Several feasible programs to provide housing for students, with the opportunity to serve single students and/or students with families.



Tested projects likely to attract P3 development partners, even with conservative demand in tested programs. Project sizes between 60% and 63% of total demand by cohort.



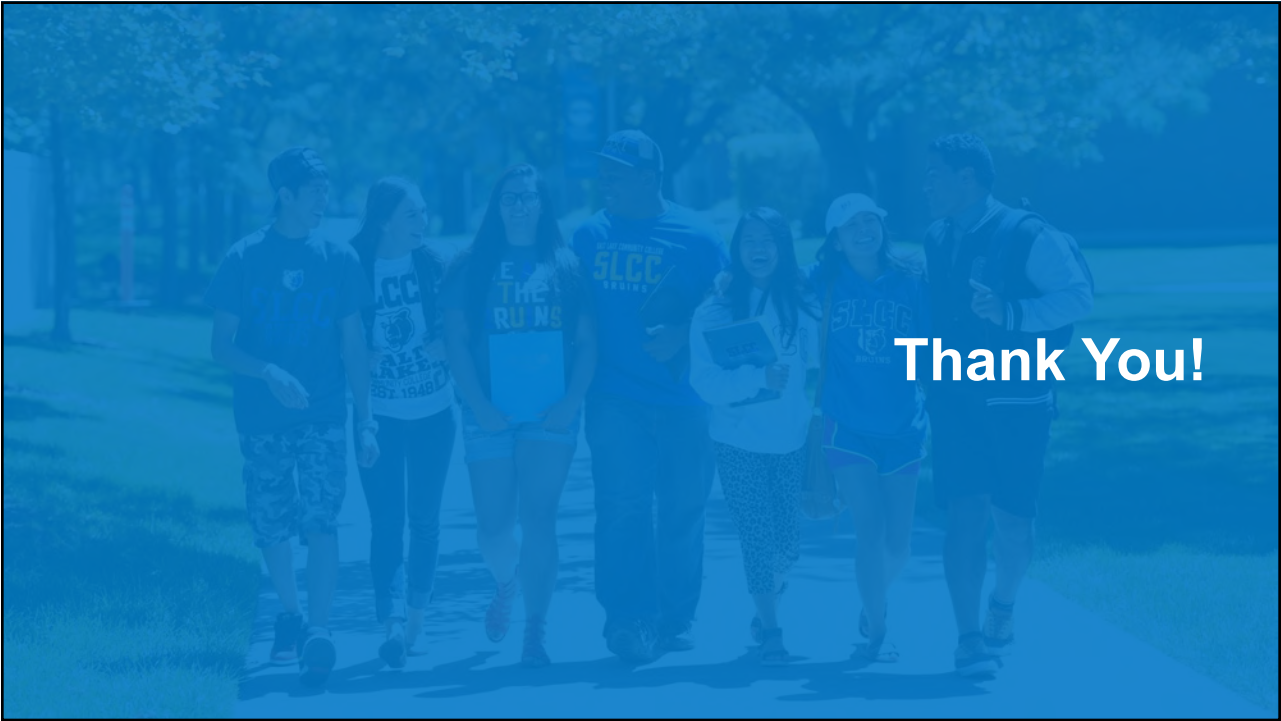
Operational efficiencies through larger programs or a bundled project, may result in lower rental rates.



Potential for new revenue through residual project cash flow to support College mission.



Delivery methods have varying impacts on affordability, risk and control.





UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB B

January 14, 2021

## University of Utah – Non-State Funded Project

Board Policy R702, *Non-State Funded Projects*, requires the Board to review capital projects requiring State Building Board or Legislative approval. State statute (63A-5-104) defines capital projects with more than \$500,000 of new space as “capital developments” and allows the State Building Board to approve those projects without legislative approval if the project does not use state funding sources for the design, construction, operation, or maintenance of the facility. The University of Utah requests Board approval to design and construct an 8,642 square foot Nora Eccles Harrison Cardiovascular Research and Training Institute for \$5,547,000 funded through donations. No state funds will be used for construction or design, nor will additional state funds be requested for operation and maintenance beyond appropriations for the existing facility. The project was approved by the University of Utah Board of Trustees in the June 9, 2020, meeting. Additional information about the project is provided in the attached letter and presentation materials.

### Commissioner’s Recommendation

The Commissioner recommends that the Board authorize the University of Utah to present the Nora Eccles Harrison Cardiovascular Research and Training Institute to the Utah State Building Board for final approval.

### Attachments:

December 15, 2020

Mr. David R. Woolstenhulme, Commissioner  
Utah System of Higher Education  
Two Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Subject: Addition to CVRTI Building

Dear Commissioner Woolstenhulme:

The University of Utah requests approval to design and construct an addition to the Nora Eccles Harrison Cardiovascular Research and Training Institute (CVRTI). The CVRTI was established by the Board of Regents in 1969 and has been generously supported by the Nora Eccles Treadwell Foundation since 1973. In 1970 the CVRTI moved to its current location in a former Fort Douglas military building constructed in 1939. The CVRTI building was expanded in 1982, and again in 1993, to meet growing academic interest in cardiovascular science at the University of Utah.

The proposed addition will meet urgent near-term needs. The CVRTI is home to faculty from five (5) different primary academic Departments (Internal Medicine, Surgery, Biomedical Engineering, Pediatrics, and Pharmacology and Toxicology). The proposed 8,642 gross square foot addition will infill the existing courtyard and wrap around the south side of the South Wing. Additional detail is provided in the attached presentation.

The proposed total project budget is \$5,546,753 and will be funded by donations. No state funds will be used for this project. While the existing building will continue to be eligible for and receive state funding for O&M and improvements, the addition constructed under this addition will not be eligible and no state funding will be sought for the addition. Instead, O&M and improvement costs associated with the addition will be funded by Health Sciences revenues.

The project was approved by the University's Board of Trustees in their meeting on June 9, 2020. We request that this be presented to the Board of Regents for approval during their meetings on January 14 and 15, 2021.

Thanks, as always, for your consideration and support.

Sincerely,



Cathy Anderson  
Chief Financial Officer





Nora Eccles Harrison  
Cardiovascular Research and Training Institute  
(CVRTI)  
**Building Addition**

Board of Higher Education

January 14, 2021

# CVRTI

## Project Vision

Cardiovascular Disease is the leading cause of death in the US and also is the leading health care cost to the US economy.

The goal of the project is to expand the CVRTI in order to address the demand for academic programs in cardiovascular biology and medicine, and acute need for lab space, at the University of Utah.

## CVRTI Mission

The Nora Eccles Harrison Cardiovascular Research Training Institute (CVRTI) integrates professors and trainees across academic departments to nucleate a campus wide cell-to-bedside approach in cardiovascular education and research.





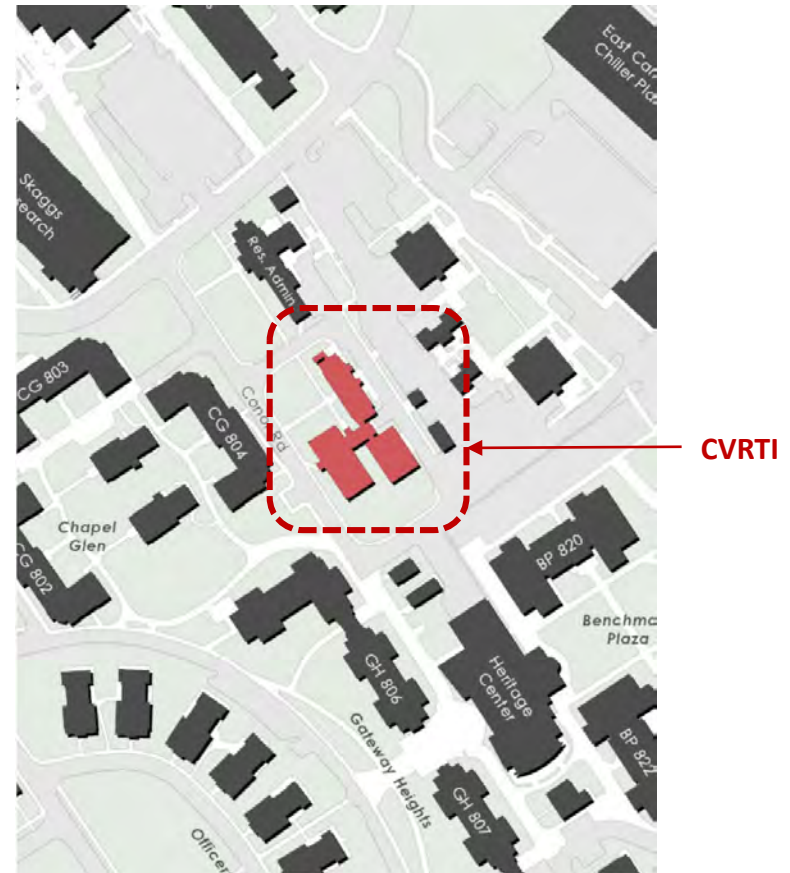
# CVRTI

## Background

The CVRTI was established by the Board of Regents in 1969 and has been generously supported by the Nora Eccles Treadwell Foundation since 1973.

In 1970 the CVRTI moved to its current location in a former Fort Douglas military building constructed in 1939. The CVRTI building was expanded in 1982, and again in 1993, to meet growing academic interest in cardiovascular science at the University of Utah.

The proposed building addition will meet the urgent near-term needs of the campus. An upcoming comprehensive *Campus Masterplan Update* will identify space for additional future growth.



# CVRTI

## Academic Breadth

The CVRTI is home to faculty from five (5) different primary academic Departments (Internal Medicine, Surgery, Biomedical Engineering, Pediatrics, and Pharmacology and Toxicology). In the last three years, CVRTI faculty collaborated with 35 Professors from 15 different University of Utah Departments.

At any given time, the CVRTI houses about 50 trainees. Presently, there are 18 undergraduates, 16 graduate students, and 17 postdoctoral fellows. Since 2000, 24 PhD's and 11 MSc's have been awarded to CVRTI Trainees.



# CVRTI

## Program

8,642 gsf Addition

- 5,240 gsf in Programmed Space
- 3,402 gsf in unfinished Basement and “Grossing Factor” (walls, shafts, infrastructure space)

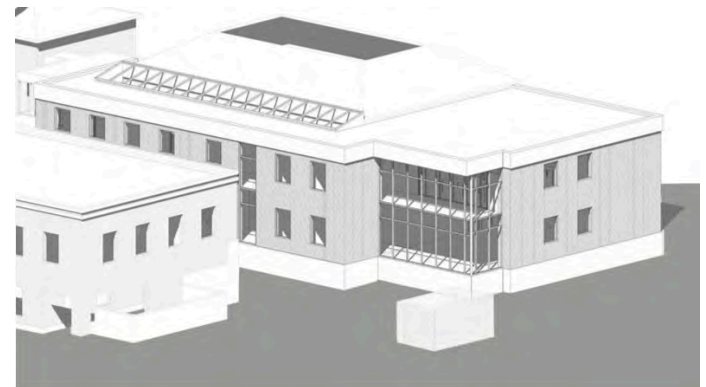
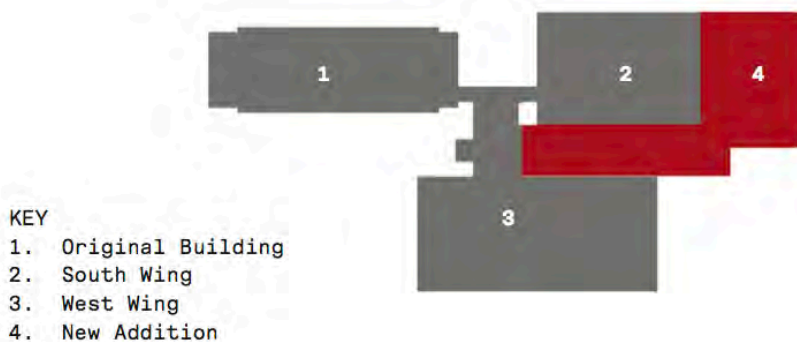
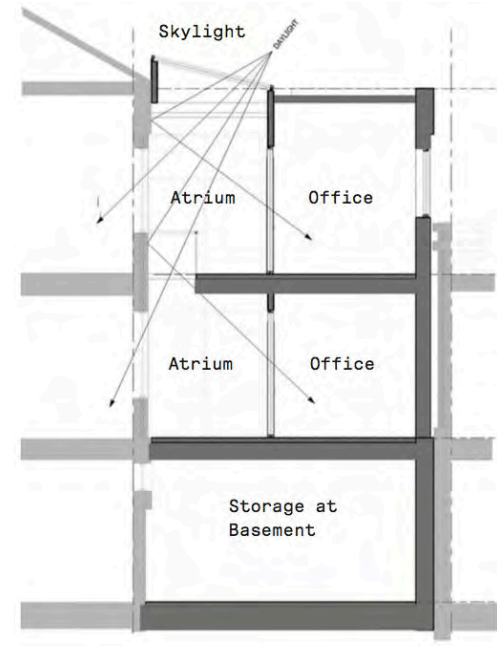


CVRTI - New Addition					
Space Description	Dimensions (ft)	Quantity	Room Area (s.f.)	Extension (s.f.)	Occupancy Target
Research Laboratory	-	2	1,000	2,000	20
Tissue Culture	10 x 22	4	220	440	2
Office - Principal Investigator	10 x 10	6	100	600	1
Office - Shared	10 x 20	4	200	800	4
Copy / Break	-	2	200	400	4
Storage	-	1	1,000	1,000	-
<b>Programmed Space</b>				<b>5,240 gsf</b>	<b>78</b>
Notes:					
1. Seating/furniture for casual gatherings is desired in common spaces.					
2. Shared Offices are set up to be easily divided in the future.					

# CVRTI

## “Infill” Concept

- New addition will infill the courtyard and wrap around the south side of building 2
- An unfinished storage basement will be built underneath the existing courtyard and new building
- Existing windows in the south wing (bldg. 2) will open to the new space
- Existing windows in the west wing (bldg. 3) will be blocked off by the expansion





### Floor Plan Diagram (typical of Levels 1 and 2)



Second Level Floor Plan (First Level Floor Plan Similar)

## Project Schedule

Completes Q1- 2023



THE  
UNIVERSITY  
OF UTAH

# CVRTI

**Total Project Budget:**        **\$5,546,753**

<u>Budget Category</u>	<u>Cost</u>	<u>Escalated Cost per Sq. Ft.</u>
<b>Construction</b>		
<i>New Construction</i>	\$3,979,773	
<u><i>ADA Upgrades</i></u>	<u>\$ 159,191</u>	
<b>Sub-total</b>	<b>\$4,138,964</b>	<b>\$ 478.94 per sq. ft.</b>
 <b>Soft Costs</b>		
<i>Fees, Testing &amp; Inspection</i>	<i>\$ 781,763</i>	
<i>Furniture &amp; Equipment</i>	<i>\$ 292,700</i>	
<i>Information Technology</i>	<i>\$ 104,807</i>	
<u><i>Contingency</i></u>	<u><i>\$ 228,519</i></u>	
<b>Sub-total</b>	<b>\$1,407,789</b>	<b>\$ 162.90 per sq. ft.</b>

# CVRTI

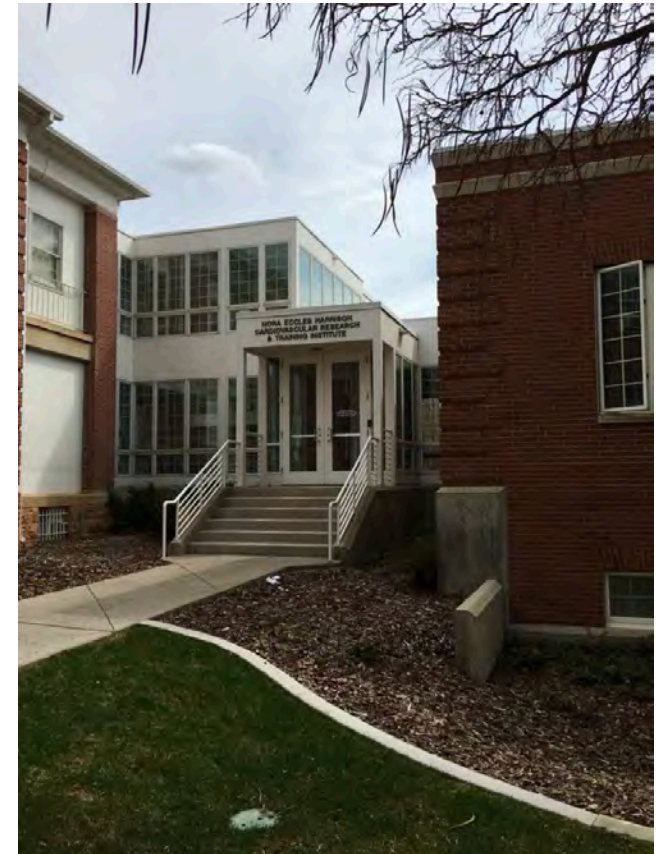
## Project Funding

The Project will be funded by donations and other institutional funds.

No state funds will be used for this project.

## O & M

O & M for the new space estimated at **\$88,494** annually and will be funded from Health Sciences operating revenues







UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB C

January 14, 2021

## Utah State University – Non-State Funded Project

Board Policy R702, *Non-State Funded Projects*, requires the Board to review capital projects requiring State Building Board or Legislative approval. Utah State University requests Board approval to seek legislative authorization to issue revenue bonds to design and construct a 23,741 square foot facility to expand the Electric Vehicle and Roadway building. The project is estimated to cost \$9,200,000, which will be financed through revenue bonds repaid through donations and research funds. No state funds will be used for construction or design, nor will additional state funds be requested for operation and maintenance that will be paid through research funds. The project was approved by the USU Board of Trustees in its January 8, 2021, meeting. Additional information about the project is provided in the attached letter and presentation materials.

### Commissioner's Recommendation

The Commissioner recommends that the Board approve Utah State University to seek legislative authorization to issue revenue bonds for the proposed project.

### Attachment:



December 18, 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 Non-State Funded Capital Development Project and Bonding Authorization

Dear Commissioner Woolstenhulme:

Utah State University desires approval to expand the existing Electric Vehicle and Roadway building on the Innovation Campus to accommodate a new program, the Engineering Research Center for Advancing Sustainability through Powered Infrastructure for Roadway Electrification (ASPIRE). The program is made possible by a significant grant from the National Science Foundation, and will facilitate cutting edge research dedicated to advancing sustainable, electrified transportation of all vehicle classes through broad development and deployment of electric vehicle charging infrastructure. The building addition will provide a new high bay lab expansion and office and collaboration space for faculty and students. Site modifications will also be needed to the track and for reconfigured access to the facility. Track modifications will expand the width to two lanes to accommodate larger vehicles, buses, and trucks and provide new straightaways to allow higher speed testing.

This project will be funded with proceeds from bonds issued under Utah State University's Research Revenue System with donations and F&A funds serving the bond payments and Operation and Maintenance (O&M).

Utah State University Board of Trustees approved the non-state funded capital development project and request for bonding authorization on January 8, 2021.

We appreciate your support and request that this item be submitted to the Utah Board of Higher Education during the January 15, 2021 Board meeting.

Sincerely,

David T. Cowley  
Vice President for Business and Finance

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





UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB E

January 15, 2021

## Board of Higher Education Strategic Plan

In its October 30, 2020 meeting, the Utah Board of Higher Education adopted four strategic priorities to guide its five-year strategic planning process:

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

The Board assigned one strategic priority to each standing committee and directed them to finalize a definition for each priority, as well as to draft goals under each priority for the Board to consider. The committees met in November and adopted the vision, mission, values statement, definitions for each strategic priority, and goals as written in the attachment.

In the intervening time, the Higher Education Strategic Planning Commission formally approved statewide ten-year attainment goals that align with the Board's priorities of access, completion, and workforce alignment. The Academic Education Committee suggested the Board adopt the statewide attainment goals as part of its strategic plan. Accordingly, the Board's five-year goals under those strategic priorities will serve as specific mid-point goals that complement the statewide ten-year attainment goals.

### Commissioner's Recommendation

The Commissioner recommends that the Board adopt the vision, mission, values statement, strategic priority definitions, goals, and incorporate the statewide attainment goals into the Board's 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**

## Statewide Attainment Goals

The 10-year statewide attainment goals below were set in 2020 by the Higher Education Strategic Planning Commission. These statewide attainment goals align with the Board priorities of Access, Completion, and Workforce Alignment and Economic Impact. Because this strategic plan will span the next five years, the Board's five-year goals under those strategic priorities will serve as specific mid-point goals that complement the statewide ten-year attainment goals.



## Accessible, Timely, High-Yield Degrees & Awards for All Utahns

Access	Timely Completion	High-Yield Awards
Increase the 3-year college-going rate of high school graduates by 10% in 10 years	Increase the share of degrees and awards within 150% of expected time by 10% in 10 years	Increase the share of degrees and awards that align with Utah's high-wage, high-demand occupations by 20% in 10 years.
10%	10%	20%
Close equity gaps in all measures for underrepresented students		

## Strategic Priorities

### Access:

**Each student has equitable access to higher education.**

#### Goal

- Increase the college-going rate of underrepresented groups by 4% by 2025.

### Completion:

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

#### Goal

- Increase timely completion of all students by 3% by 2025.
- Increase timely completion of underrepresented students by 4% 2025.

### 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.**

#### Goal

- Develop an expanded standard of affordability by the end of 2021.

- Ensure institutional cost of attendance remains within the standard of affordability year over year.

## **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.**

### **Goal**

- Increase completion rate of graduates in high-demand, high-wage programs by 7% by 2025.
- Increase completion rate of underrepresented populations in programs aligned with high-wage, high-demand jobs by 8% by 2025.

**DRAFT**



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB F

January 15, 2021

## Innovation Task Force

At the October 30, 2020 Board meeting, the Commissioner recommended the Board establish an innovation task force to begin exploring and developing systemwide innovations in online education and other areas of high potential. It was proposed that the task force include representatives from the Office of the Commissioner and other System experts to convene regularly and begin laying the groundwork for moving new initiatives forward.

The Innovation Task Force has since been established and has had its first meeting. Members of the Innovation Task Force include USHE representatives from across the state with various areas of expertise. The inaugural meeting was held on December 3, 2020, where task force members began foundational work on designing a framework to prioritize innovation across the System and discussed current industry trends and literature on higher education innovation.

Below is a sampling of the resources shared with the committee:

- [Innovation in education: What works, what doesn't, and what to do about it?](#) (Serdyukov, 2017)
- [Is This the End of College as We Know It?](#) (Belkin, 2020)
- [Employers as Educators](#) (Fain, 2019)
- [Google's Growing IT Certificate](#) (McKenzie, 2019)
- [Is Amazon Training its Workers or Creating a College Alternative](#) (Lederman, 2019)

### Innovation Task Force Membership

#### Office of the Commissioner

- Dave Woolstenhulme, Commissioner of Higher Education (Co-Chair)
- Jessica Gilmore, Associate Commissioner for Workforce Development (Co-Chair)
- Geoffrey Landward, Deputy Commissioner of Higher Education
- Kim Ziebarth, Associate Commissioner of Technical Education

#### Board Members

- Alan Hall
- Aaron Osmond
- Candyce Damron



University of Utah

- Deb Keyek-Franssen, Associate VP and Dean of Continuing and Online Education
- Dan Reed, Senior VP of Academic Affairs

Utah State University

- Noelle Cockett, President
- Robert Wagner, VP of Academic and Instructional Services

Weber State University

- Leigh Shaw, Director of General Education

Utah Valley University

- Kelly Flanagan, VP of Digital Transformation and CIO

Southern Utah University

- Scott Wyatt, President

Dixie State University

- Chris Guymon, Assistant Provost of Adult and Professional Education

Salt Lake Community College

- David Hubert, Associate Provost of Learning Advancement

Snow College

- Brad Cook, President

Southwest Technical College

- Will Pierce, VP of Instruction and Accreditation

Ogden-Weber Technical College

- Jim Taggart, President

**Commissioner's Recommendation**

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