



**Utah Board of Higher Education  
Cottonwood Country Club  
Friday, May 21, 2021**

**8:00–8:30 AM**  
**8:30–10:30 AM**

**Closed Session  
Committee of the Whole**

8:30–8:45 AM  
8:45–9:15 AM  
9:15–9:20 AM  
9:20–9:40 AM  
9:40–9:50 AM  
9:50–10:05 AM  
10:05–10:20 AM  
10:20–10:35 AM

Welcome and Resolutions – Chair Simmons  
Committee Update – Committee Chairs TAB A  
Audit Committee Report – Vice-Chair Barnes TAB B  
Performance Funding – Rich Amon and Carrie Mayne TAB C  
Strategic Plan Adoption – Commissioner Woolstenhulme TAB D  
UHEAA Update – Dave Schwanke TAB E  
my529 Update - Richard Ellis TAB F

**Action Items:**

1. Dixie State University’s University College Proposal –  
Board member Arthur Newell and Julie Hartley TAB G
2. Tech Education Credit Policy – Kim Ziebarth TAB H
3. Scholarship Policy – Board member Church TAB I
4. Custom Fit – Jared Haines TAB J
5. Emerging Tech – Jessica Gilmore TAB K
6. Recommendation for Online Instruction
7. Consent Calendar TAB L

10:35–11:05 AM

Dixie State University Discussion – President Williams

**11:05 AM–4:00 PM**

**Board Retreat**

11:05–12:00 PM

Missions and Roles Discussion TAB M

- Review of Mission and Roles, and financial summaries – Dave Woolstenhulme and Rich Amon
- Technical Education and Career & Technical Education – Jessica Gilmore
- Technical Education Deep Dive – Kim Ziebarth and Jared Haines

12:00–12:30 PM Lunch

12:30–1:15 PM Statutory responsibilities – Geoff Landward TAB N

1:15–1:45 PM Board Workflow/Committees Roles – Geoff Landward and Dave Woolstenhulme TAB O

1:45–2:10 PM Understanding the Research/Analysis Board Lever – Carrie Mayne, Laura Zemp, and Zachary Barrus

2:10–3:00 PM Fostering our Equity Lens Framework Towards Action – Kilo Zamora and Laís Martinez

3:00–3:20 PM OneUtah –Education Advisor Brittney Cummins

3:20–4:00 PM Utah’s Demographic Transformation: Implications for Higher Education – Pam Perlich and Carrie Mayne

4:00 PM The Road Ahead – Chair Harris Simmons

*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.*



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB A

May 21, 2021

## Academic Education and Student Affairs Committees Report

The Academic Education and Students Affairs Committees met jointly on April 16, 2021.

### Academic Education Committee

During its portion of the meeting, the Academic Education Committee addressed two action items. One was a proposal from Dixie State University for a new academic unit, a University College, which has been forwarded from the committee to the full board for consideration at the May 21, 2021 meeting. The second was to propose using our existing major's committees and existing Prior Learning Assessment (PLA) processes to solicit and work through assessments of prior learning from additional providers. That item is on the General Consent Calendar for May.

The committee addressed several discussion items and updates on its strategic plan priorities:

The Commissioner gave an overview of institutional roles and missions.

The Committee heard an update from the Board Transfer Council co-chairs, Nina Barnes and Candyce Damron. Members of the Board Transfer Council are now working with the Commissioner's office and institutional Chief Academic Officers to create new Direct Transfer Pathways in policy and to identify the top programs to pilot as transfer pathways. One of the policies that will be updated is [Board Policy R470](#), which calls for alignment and transferability of General Education core and breadth requirements within undergraduate degrees and assigns a General Education Task Force (GETF) of faculty members to establish and update those requirements. The Transfer Council has asked the GETF to make recommendations on whether adjustments to the policy might streamline transfer. The co-chairs of the GETF reported that the task force is discussing:

- Strengthening language to emphasize the value of General Education
- Strengthening curricular criteria and competencies in core and breadth areas of General Education
- The importance of High Impact Practices in introductory courses like General Education to ensure student success and completion

- Updates to the expected standards and essential learning outcomes to add equity, diversity, and inclusion considerations within the curriculum
- Examining the differences in the number of credits required for General Education at various institutions.

## **Joint Meeting of Academic Education and Student Affairs Committees**

### ***Concurrent Enrollment***

Cyd Grua of the Commissioner’s office provided an overview of Concurrent Enrollment, its availability across the state, including in rural areas, and efforts to address equity in enrolling students in the program. Presidents in attendance recommended future in-depth conversations about Concurrent Enrollment, its role in introducing students to General Education, and its impact on USHE institutions.

### ***Student Safety (R262)***

The Committees considered modifications to [Board Policy R262](#) to require implicit bias training of campus public safety officers. This is one of the recommendations of the Campus Safety Baseline Report presented in November 2020. The University Chiefs of Police presented LEXIPOL as a potential option for implicit-bias training of campus public safety officers. The proposed policy changes will be further considered at the July 2021 Committee of the Whole after the proposed training is reviewed.

### ***Student Mental Health***

Update on the JED Foundation’s activities with USHE’s degree-granting institutions. JED is hosting a statewide convening on June 14. Registration is available at [tinyurl.com/jedutahconveningsvp](https://tinyurl.com/jedutahconveningsvp).

The Commissioner’s office is also working with JED to expand services to USHE technical colleges by July 1, 2021, thanks to the efforts of Board member Bettridge in securing state funds for this opportunity.



### ***Student Basic Needs***

As the Student Affairs Committee continues its focus on student basic needs, three presentations from USHE institutions on childcare services were:

Salt Lake Community College:

- Two childcare service facilities
- Services up to 50 students
- SLCC also offers institution vouchers to use at outside providers

Ogden Weber Technical College

- Provided on-campus daycare for over 20 years but recently ceased services due to lack of sustaining revenue
- OWTECH leases space at Head Start
- Plan to use HEERF funding to support low-income students childcare needs

Weber State University

- Hourly on-campus childcare available since 1998
- Accommodates up to 12 children
- WSU also offers subsidized vouchers for \$3.50/hour

### ***Staff/Faculty Recruitment and Hiring***

Two academic vice-presidents, Clifton Sanders of SLCC and Wayne Vaught of UVU, discussed the importance of recruitment and retention of diverse faculty and staff in order to address student access and completion. Both UVU and SLCC use a “diversity advocates” model to guide faculty searches. The presentation emphasized the need to address faculty retention through work load policies that recognize the efforts required of the type of high impact instruction that will lead to greater student success and completion. Board members requested follow up conversations on “diversity advocates” models on the campuses.

### ***Streamlined Admissions/Common Application***

Committees discussed the concept of a statewide admissions portal. The Concurrent Enrollment program uses a “common participation form” portal that serves as an admissions application for students who start college through Concurrent Enrollment. As statewide scholarships are revised with a new common application platform building off that CE application, Commissioner’s staff will work with USHE institutions to explore the feasibility of leveraging the platform as a college pre-admissions portal for Utah colleges. The portal is envisioned as a tool that will promote access to college for all students, including underrepresented students

### ***Student Affairs Committee***

#### ***Policy Revisions to State Scholarship Programs***

Opportunity Scholarship will replace the Regents’ and New Century Scholarships using updated, more equitable criteria aligned to Board strategic priorities and will be available for the class of 2022. The proposed Policy R608 formalizes the Board’s recommendations from December 2020, for implementation for the 2021-22 academic year.

#### ***Utah College Access Advisors Expansion***

Some things the UCAC have been working on:

- Conversations with all districts in the school
- In process of recruiting advisors
- Recruiting coordinators
- Planning fall training and college tour
- New money received – discussing how to use resources effectively, how to provide more high school support, support to rural schools, plans to share in a coming weeks

Program expansion is being done with attention to how it will positively impact underrepresented students. Recruitments for advisors and coordinators have been posted, awaiting updated list of high schools for 2021-22.

## ***Humanizing the Equity Lens Framework***

*Presentation from:*

*Laís Martinez, Special Assistant to the Commissioner-EDI*

*Adrienne Andrews, Chief Diversity Officer, Weber State University*

*Kyle Reyes, Vice President of Student Affairs, Utah Valley University*

Humans long for two primary things: purpose and connection.

- Our humanity is found in our ability to facilitate the pursuit of these goals with others.
- If we are committed to humanity, we must be deliberate in our desire to develop new and diverse lenses grounded in cultural humility.
- 4 Lenses of Humanity
  - Introspective – engage in ongoing self-analysis, reflection, and lens checking
  - Contextual – study and engage with diversity of history, thought, and perspective
  - Interpersonal – learn from and improve empathy for diverse individuals
  - Communal – connect with and lift groups and communities

These and other items were then prioritized within the Board’s strategic plan draft for further consideration during the May meeting.

### **Commissioner’s Recommendation**

This is an information item. No action is necessary.



May 21, 2021

## Technical Education Committee Report

During its meeting on April 22, 2021, meeting, the Technical Education Committee held discussions on the following topics:

### Strategic Plan

With the intent to support the Commissioner’s office in focusing resources and capacities, the committee discussed and prioritized the strategies within the Workforce Alignment area of the strategic plan.

The following are the results of this effort:

Tier I: Most important and most urgent	Tier II: Important but less urgent
Increase higher education participation rate of adults with/without a high school diploma	Increase student participation in work-based learning activities.
Ensure students are meaningfully informed on the value and ROI of higher education.	Increase participation in training to reskill/upskill students to support employment progression and wage potential.

### Institutional Roles

One of the Utah Board of Higher Education’s core responsibilities is to “establish, approve, and oversee each institution's mission and role.” The Legislature establishes basic categories of roles, and the Board expands and clarifies those roles through policy.

The system office is conducting an inventory of certificate programs and continuing education training offered across the system. Once compiled, the information will be evaluated to ensure appropriate alignment of training opportunities with institutional mission and role.

The Board will discuss this further in the May meeting.

### Credit Task Force Update

The Technical Education Committee created the Credit Task Force in November 2020 to evaluate and ensure that a transition from clock-hours to credit hours would:

- result in a common currency used by all 16 USHE institutions;
- resolve attendance and distance education challenges; and

- ensure U.S. Department of Education and accreditation rules would not further restrict student access or completion by compromising the flexible enrollment and scheduling currently provided for competency-based education.

Following several months of study, which included discussions and guidance from the U.S. Department of Education and the Council on Occupational Education, the accrediting body for technical colleges in Utah, the Task Force concluded that transitioning to credit will address and resolve these issues.

The Task Force recommended the Technical Education Committee support this strategic initiative, and the Committee agreed. The credit initiative will be presented to the Board in May.

### **Course Alignment Effort**

Tammy Wilkerson, the Vice President of Instruction at Uintah Basin Technical College, presented an initiative between several technical colleges to align courses. The intent is for faculty to collaborate, share instructional resources to increase efficiency and quality, and increase the transferability of coursework between institutions. The presentation included an overview of the process and outcomes of this effort.

The committee recommended the Committee of the Whole include the course alignment initiative with participation from all programs possible, as a system priority.

### **Revision of Technical College Policy 202 (R432), Custom Fit**

Jared Haines, Senior Advisor of Technical Education, explained that the Custom Fit Program provides customized training to Utah employees through the eleven institutions that offer technical education. As program oversight transitioned from UTech to the combined higher education system, the Commissioner's office conducted a statewide review of Custom Fit policies, practices, and results.

Based on the review's findings, the committee recommended the Custom Fit policy revisions be advanced to the full Board for consideration.

### **Commissioner's Recommendation**

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





UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB B

May 21, 2021

## Board of Higher Education Audit Committee Report

In accordance with Board policy R565-4.6, the Board of Higher Education Audit Committee met with each degree granting institution's trustee chair (or designee), audit committee chair (or designee), internal audit director, and invited institution management. Representatives from each institution presented a summary on internal audit work completed during calendar year 2020 and on work planned for calendar year 2021, followed by a discussion led by the Board Audit Committee. Discussion topics with institution trustees and staff included:

- Institution risk assessment process
- Audits completed during calendar year 2020
- Audits planned for calendar year 2021
- Fraud prevention and detection efforts
- Overall impact of institution internal auditors

Following each meeting with institution representatives, the Board Audit Committee met privately with each institution's audit committee chair (or designee) to discuss any other outstanding issues regarding the institution's internal audit function.

### Commissioner's Recommendation

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



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB C

May 21, 2021

## Performance Funding Training

The Commissioner's office worked with the legislature to amend the current performance funding model to align with the Board's work on the statewide attainment goals of: 1. access, 2. timely completion, and 3. high-yield awards. The legislation making these changes, S.B. 193 by Ann Millner, passed during the 2021 General Session. The performance progress in the current model will be replaced by 5-year and annual institutional goals aligned with the System's 5-year and 10-year goals.

The Board will now have greater flexibility to work with institutions and their boards of trustees to set and achieve meaningful goals for which the Legislature will award performance funding. The bill provides a two-year implementation phase in which the current model will be used to allocate performance funds and the Board will review and submit proposed goals for the new model to the legislature for review. The Commissioner's office met with institutional presidents, their cabinets, and board of trustees' chairs to discuss these changes and provide training on future expectations. The attached presentation provides similar training and information for the Board.

### **Commissioner's Recommendation**

This is a discussion item; no action is required.

### **Attachment**



1

## Current Performance Funding Model

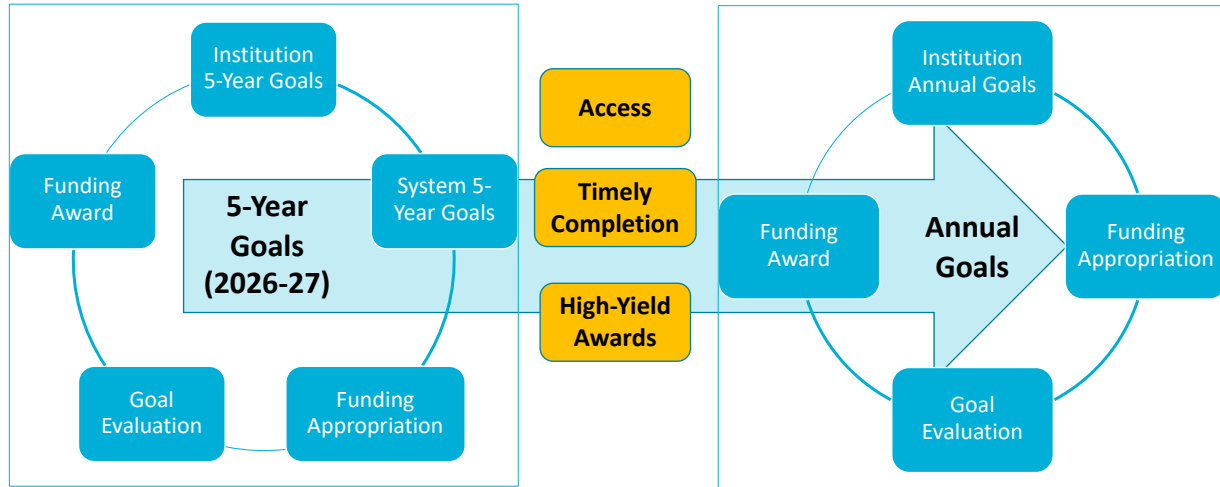
1% Improvement  
Average of Past 5-Years

1. Completion
2. Underserved Students
3. Market Demand
4. Awards per FTE
5. Research (UU/USU)

- Opportunity to connect currently disjointed goals
- Need to account for institutional missions, growth, and regional factors

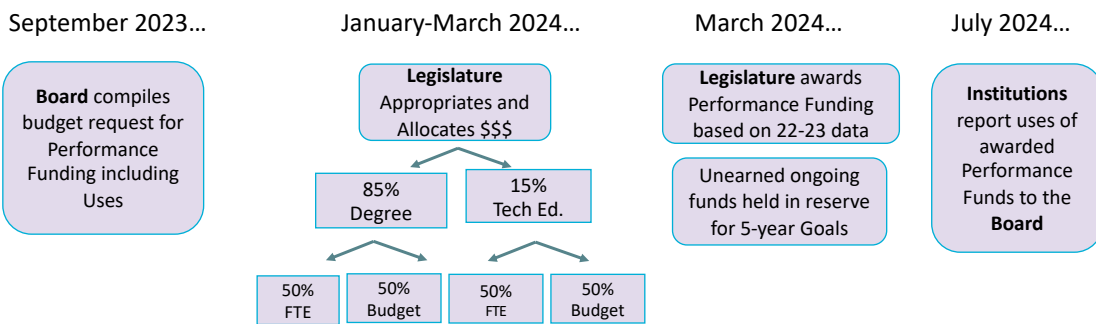
2

## Revised Performance Funding Model

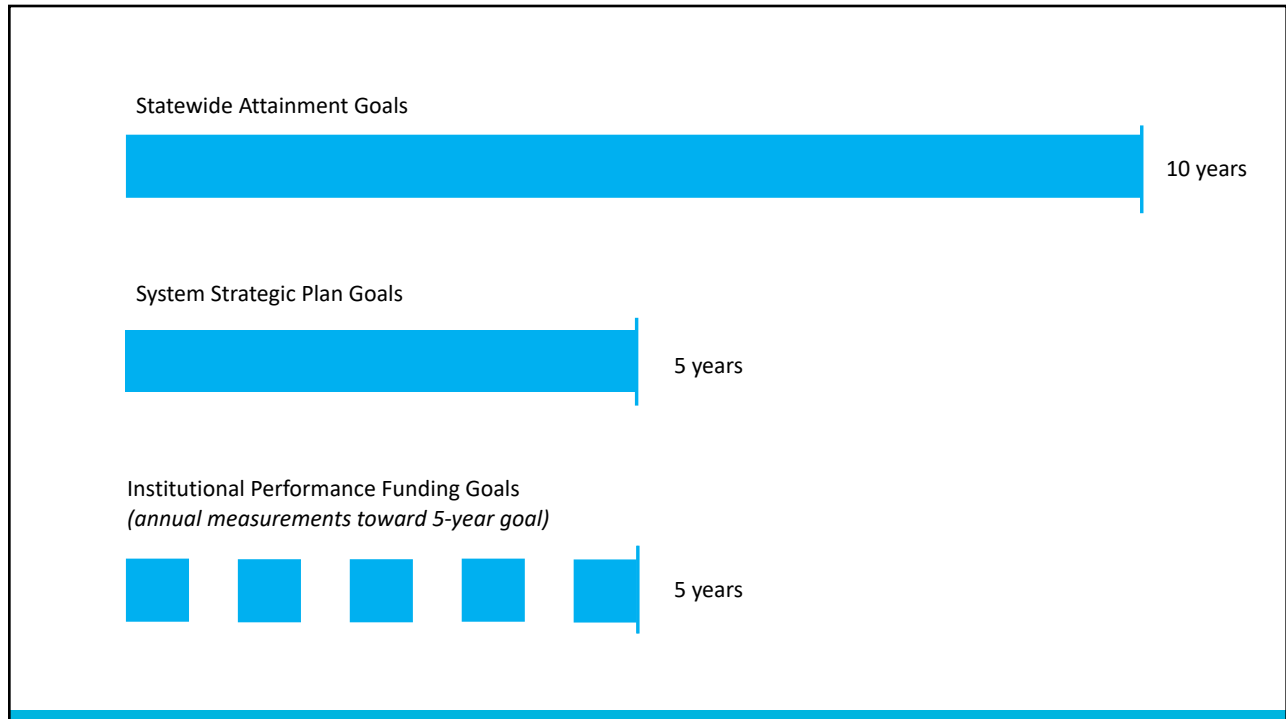


3

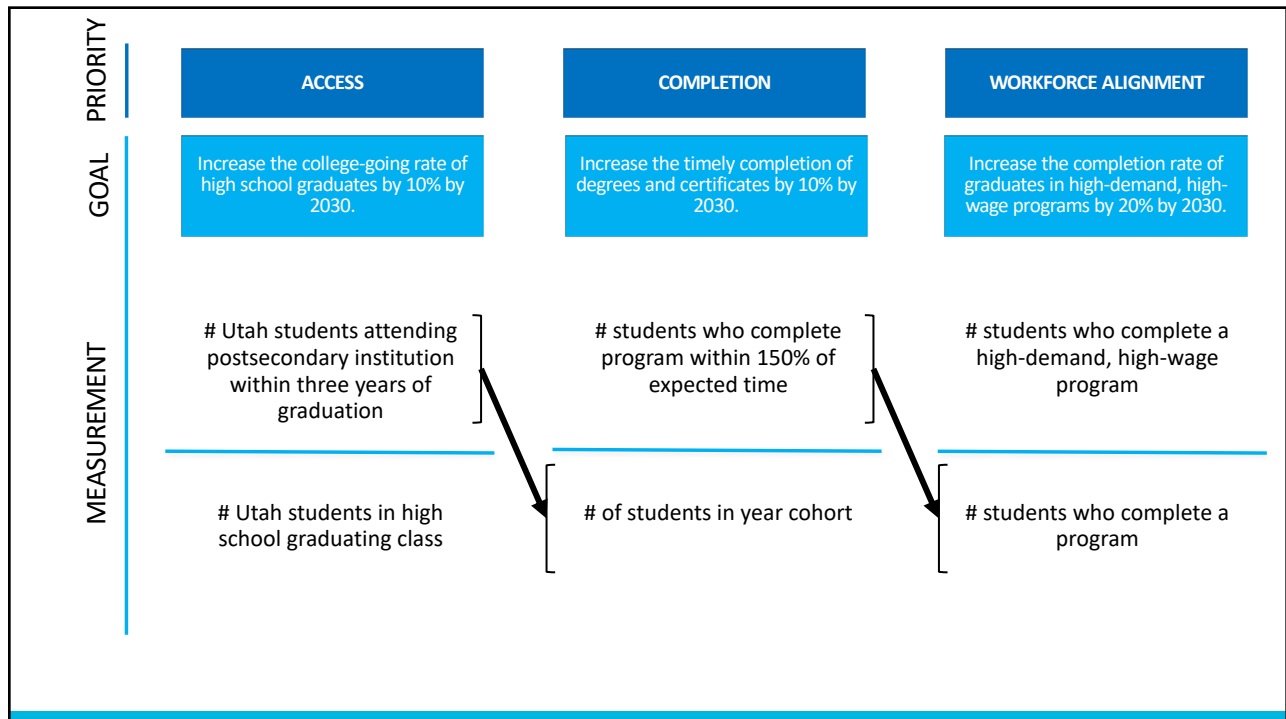
## Performance Funding Allocations



4



5



6

## Goal Setting Process, Data, and Funding

Data Available to Set Goal	Annual Goal Set by Board	Data Available for Goal Evaluation	Data Available for Goal Evaluation	Legislate Session for Funding	Fiscal Year Funding Available
2020-21	May 2022	November 2023	2022-23	Jan-Mar 2024 (2024 G.S.)	July 1, 2024 (FY 2024-25)
2021-22	May 2023	November 2024	2023-24	Jan-Mar 2025 (2025 G.S.)	July 1, 2025 (FY 2025-26)
2022-23	May 2024	November 2025	2024-25	Jan-Mar 2026 (2026 G.S.)	July 1, 2026 (FY 2026-27)
2023-24	May 2025	November 2026	2025-26	Jan-Mar 2027 (2027 G.S.)	July 1, 2027 (FY 2027-28)
2024-25	May 2026	November 2027*	<b>2026-27*</b>	Jan-Mar 2028* (2028 G.S.)	July 1, 2028* (FY 2028-29)

\* Data and Funding used for Five Year Goal Evaluation

7

## 2021 Calendar for Performance Funding



8

## Board of Trustees Role

- Understand Institutional Metrics
- Provide Feedback to Institutional Leadership
- Set 5-Year Goal by August 27, 2021
- Set Annual Goal by May 2022



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB D

May 21, 2021

## Utah Board of Higher Education Strategic Plan

### Overview

The Utah Legislature established the Utah Board of Higher Education on July 1, 2020, as the governing board for higher education in Utah. The Board controls, manages, and supervises the Utah System of Higher Education, which is comprised of the 16 public colleges and universities in the state. The Board is tasked with establishing and promoting a state-level vision and goals for higher education and addressing quality; affordability; educational opportunity, access, equity, and completion; workforce alignment and preparation for high-quality jobs; and economic growth.

In 2020, Utah's two higher education systems merged, creating a single system of 16 higher education institutions. The newly-created Utah Board of Higher Education embarked on a strategic planning process to guide the new System for the next five years. To develop the strategic plan, the Board and Office of the Commissioner of Higher Education engaged in a rigorous, collaborative, and creative process that built on past initiatives from previous boards and incorporated feedback from institutions, state leaders, students, and other stakeholders. Feedback groups have included/will include:

- Board of Higher Education committees
- Institutional boards of trustees leadership
- Council of Presidents
- Institutional consortia groups (Chief Academic Officers, Instructional Officers, Chief Diversity Officers, Chief Student Affairs Officers, Institutional Research Directors, Business Affairs Officers, etc.)
- Governor's Office
- Utah State Board of Education staff
- Utah Student Association

This strategic plan will serve as the fundamental guiding charter for the work of the Board and System for the next five years. The strategic plan is guided by two main themes:

1. Alignment of measures between statewide postsecondary attainment goals and performance-based funding
2. Centering of educational equity and inclusion, so that higher education opportunities exist for all Utahns



## **Measuring Success**

To track progress toward statewide attainment goals, the Utah Board of Higher Education aligned several disparate systemwide measures into a single cohesive measuring system. This includes alignment between the state's attainment goal, institutional performance measures, and the Board's five-year strategic plan.

### ***10-year statewide attainment goals***

The 10-year statewide attainment goals were set in 2020 by the Utah Higher Education Strategic Planning Commission. These statewide attainment goals align with the Board priorities of Access, Completion, and Workforce Alignment. The measures are linked: increasing success in access will call for more effort in timely completion; increasing success in completion will call for more effort in workforce alignment.

### ***5-year strategic plan goals***

The Board's five-year goals, outlined in this strategic plan, will serve as the midpoint measure toward the statewide ten-year attainment goals. The strategic plan includes goals for underrepresented population success within each priority. The goals are set at rates that address closing statewide equity attainment gaps.

### ***Year-over-year institutional goals tied to performance funding***

The Board's five-year strategic plan goals will guide institutions' goals for performance funding. The Commissioner's Office provided data to institutions showing their historical data for the attainment goal measures for subgoals. Institutions will work with their boards of trustees to set five-year and annual performance funding goals.

## **Centering equity**

Utah's higher education landscape continues to see significant structural and systemic gaps reflected in postsecondary enrollment and completion rates when disaggregated by race, ethnicity, gender, and socioeconomic status. When comparing Utah college enrollment numbers of Utahns ages 18 to 35, enrollment rates of students of color are as much as 40% below that of white students. Similar gaps exist in the completion rates of students at USHE institutions: postsecondary attainment of students of color is as much as 35% below that of white students.

The Utah Board of Higher Education is committed to utilizing the newly-adopted equity lens framework to identify and address barriers to equity of opportunity for all Utahns. The equity lens framework begins with the shared belief that every student has the ability to learn, and with that understanding, the Board recognizes its position to ensure structural barriers are removed so that all students have access to equitable, safe, and conducive learning environments. To guide the Utah Board of Higher Education in its adoption of policies, initiatives, and strategies, the Board is committed to implementing the practical exercise of the [equity lens framework](#) to ensure all efforts are focused at closing attainment gaps for Utah students.

### ***Measuring for equity***

The strategic plan includes goals for underrepresented population success within each priority. The Board has a full definition of “underrepresented” in the [Equity Lens Framework](#): *“Any student group that has traditionally held a smaller percentage of the total higher education population. For the purposes of this framework, these are student groups who are disproportionately represented in comparison to an equivalent counterpart.”* Subgoals within this strategic plan focusing on underrepresented students are aligned with currently available data, and are defined as those populations that are underrepresented within each of the following priorities:

- **Access:** low-income students and historically marginalized students of color: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, and students who identify as multiracial.
- **Completion:** historically marginalized students of color: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, and students who identify as multiracial.
- **Workforce Alignment:** women and the following student populations: Black/African-American, Hispanic/Latinx, Pacific Islander, Native American, Asian, and students who identify as multiracial.

By centering equity in the strategic plan, the Board is committed to question and disrupt how things have always been in order to reimagine a postsecondary education system that fosters equitable access and success, creates pathways for economic mobility, and work towards a high quality of life for each student and their communities.

### **Next steps**

The Commissioner’s office will spend the summer developing project plans for each tactic identified in the strategic plan, as well as an implementation timeline for the next 12 months. The Commissioner’s office will present the first progress report on the strategic plan at the September 17, 2021, Board meeting. The progress reports will be updated monthly and will be available on [ushe.edu](#).

### **Commissioner’s Recommendation**

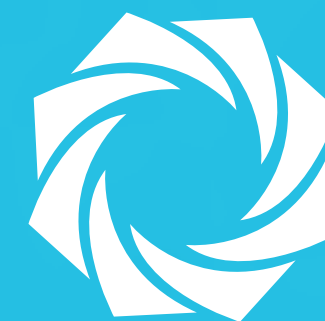
The Commissioner recommends that the Board adopts the draft strategic plan as its framework for the next five years, and directs his office to begin implementation of the strategic plan, as well as report back on progress of the strategic plan at each Board of Higher Education Committee of the Whole, starting on September 17, 2021.

### **Attachment**

# UTAH BOARD OF HIGHER EDUCATION STRATEGIC PLAN

*DRAFT*

May 2021



UTAH  
SYSTEM OF  
HIGHER  
EDUCATION

BOARD'S	PRIORITY	SYSTEM UNIFICATION		ACCESS		AFFORDABILITY		COMPLETION		WORKFORCE ALIGNMENT	
	ROLE	Develop, strengthen and leverage a seamless and articulated system of higher education		Remove structural barriers to entry		Remove structural barriers to affordability		Remove structural barriers to graduation		Increase availability and stackability of high-demand, high-wage programs	
	GOAL	Develop, strengthen, and leverage a seamless and articulated system of higher education		<p>Increase the college-going rate of high school grads by 3% in 5 years</p> <p>Increase the college-going rate of underrepresented groups by 4% in 5 years.</p>		<p>Increase student ability to pay cost of attendance.</p> <p>Ensure institutional cost of attendance remains within the standard of affordability year over year.</p>		<p>Increase timely completion of degrees and awards by 3% in 5 years.</p> <p>Increase the timely completion of underrepresented students by 4% in 5 years.</p>		<p>Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.</p> <p>Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.</p>	
	STRATEGY	<p>Align programs with institutional roles and minimize duplication among institutions</p> <p>Increase stackability of credentials from technical colleges to degree granting institutions</p>	<p>Train boards of trustees on delegated responsibilities</p> <p>Merge system policies and align data and measures, as appropriate</p> <p>Streamline presidential evaluation and R&amp;R processes</p>	<p>Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways</p> <p>Simplify institutional admissions processes</p>	<p>Strengthen admissions advisors'/tech college staff's capacity for addressing student basic needs</p> <p>Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators.</p>	<p>Develop an expanded standard of affordability by the end of 2021</p> <p>Increase FAFSA completion</p> <p>Evaluate and prioritize state student financial aid</p> <p>Build and maintain legislative support</p>	<p>Expand shared services</p> <p>Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021</p>	<p>Structure awards to facilitate completion and transfer</p> <p>Increase awarding of credit for prior learning</p>	<p>Ensure systemwide institutional supports for student mental health and campus safety</p> <p>Expand supportive entry level education practices</p>	<p>Increase higher ed participation rate of adults with/without a high school diploma</p> <p>Ensure students are meaningfully informed on the value and ROI of higher ed</p>	<p>Increase student participation in work-based learning</p> <p>Increase participation in training leading to wage and employment progression</p>

# SYSTEM UNIFICATION

Develop, strengthen, and leverage a seamless and articulated system of higher education

Develop, strengthen, and leverage a seamless and articulated system of higher education

Align programs with institutional roles and minimize duplication among institutions

Increase stackability of credentials from technical colleges to degree granting institutions

DEGREE GRANTING	TECHNICAL
Study current program offerings across degree granting institutions to ensure fit with institutional roles.	Study current program offerings across tech colleges to ensure fit with institutional role.
Explore tiered tuition structure tied to institutional roles.	

DEGREE GRANTING	TECHNICAL
Review policy governing award types across degree granting institutions to ensure policies are equity minded and supported by data and allow for stackability across all institutional types. Review policy R473, R401, R472 for articulation and transfer between technical colleges and degree granting institutions.	Review policy governing award types across tech colleges to ensure policies are equity minded and supported by data and allow for stackability across all institutional types. Review policy R473, R401, R472 for articulation and transfer between technical and degree granting institutions.
Develop standardized approach to understand number of students utilizing current articulations between tech colleges and degree-granting institutions.	Develop standardized approach to understand number of secondary students receiving credit for course work completed at the high school.
	Explore potential for transitioning technical education from clock-hours to credit hours.

PRIORITY  
BOARD'S ROLE  
GOAL  
STRATEGY  
TACTIC

# SYSTEM UNIFICATION

Develop, strengthen, and leverage a seamless and articulated system of higher education

*(For discussion)*

Merge system policies and align data and measures, as appropriate

Train boards of trustees on delegated responsibilities

Streamline presidential evaluation and R&R processes.

DEGREE GRANTING	TECHNICAL
Review policies to ensure alignment between tech colleges and degree granting institutions. Regularly review system policies to ensure they are equity-focused.	Review policies to ensure alignment between tech colleges and degree granting institutions. Regularly review system policies to ensure they are equity-focused.
Align data and measurements between tech colleges and degree granting institutions, when appropriate	Align data and measurements between tech colleges and degree granting institutions, when appropriate
Explore tracking graduate placement in the workforce	Explore tracking graduate placement in the workforce

DEGREE GRANTING	TECHNICAL
Train boards of trustees on program approval process, tuition processes, equity, diversity, and inclusion, etc. Develop ongoing training for trustees.	Train boards of trustees on program approval process, equity, diversity, and inclusion, etc. Develop ongoing training for trustees.

DEGREE GRANTING	TECHNICAL
Support presidents in meeting expectations of the Board, including incorporating equity, diversity, and inclusion in evaluations and R&R.	Support presidents in meeting expectations of the Board, including incorporating equity, diversity, and inclusion in evaluations and R&R.

PRIORITY  
BOARD'S ROLE  
GOAL  
STRATEGY  
TACTIC

PRIORITY

# ACCESS

BOARD'S  
ROLE

Remove structural barriers to entry

GOAL

Increase the college-going rate of high school graduates by 3% in 5 years.  
Increase the college-going rate of underrepresented groups by 4% in 5 years.

STRATEGY

Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways

Simplify institutional admissions processes

TACTIC

DEGREE GRANTING	TECHNICAL
Fund statewide expansion of the Utah College Advising Corps (UCAC) to every high school in the state. Evaluate program data to determine efficacy and best practices.	Fund statewide expansion of the Utah College Advising Corps (UCAC) to every high school in the state. Ensure advisors are meaningfully trained on technical education opportunities. Evaluate program data to determine efficacy and best practices.
Facilitate collaboration among college access partners such as UCAC, TRIO, GEAR UP, AVID, Latinos in Action, USHE CE Directors, CTE directors, institutions, and advisors.	Facilitate collaboration among college access partners such as UCAC, TRIO, GEAR UP, AVID, Latinos in Action, USHE CE Directors, CTE directors, institutions, and advisors.
Partner with USBE on messaging and advising on advanced coursework options in K-12, including PRIME pilot implementation.	Partner with USBE on messaging and advising on TE/CTE coursework options in K-12, including PRIME pilot implementation.
Pilot new CE College and Career Readiness course in partnership with access/multicultural student programs	

DEGREE GRANTING	TECHNICAL
Consider a USHE common admissions and scholarship application, and acceptance letter.	Consider a USHE common technical education admissions and scholarship application, and acceptance letter.
Connect institutions to high school student data to improve access, particularly for underrepresented student populations. Implement the Single Student Identifier systemwide. Analyze available data to determine more inclusive future measures.	Connect institutions to high school student data to improve access, particularly for underrepresented student populations. Implement the Single Student Identifier systemwide. Analyze available data to determine more inclusive future measures.

# ACCESS

Remove structural barriers to entry

Increase the college-going rate of high school graduates by 3% in 5 years.  
 Increase the college-going rate of underrepresented groups by 4% in 5 years.

Strengthen admissions advisors'/tech college staff's capacity for addressing student basic needs

Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators

**DEGREE GRANTING**

**TECHNICAL**

Provide additional training and resources for admissions officers to connect new students with health, transportation, housing, food, services for undocumented students, childcare, or technology for student success. Evaluate data on referrals and outcomes to determine efficacy.

Provide additional training and resources for technical college staff to connect new students with health, transportation, housing, food, services for undocumented students, childcare, or technology for student success. Evaluate data on referrals and outcomes to determine efficacy.

Facilitate collaboration between community partners and on campus services to identify resources for basic student needs; advocate for better community and campus resources supporting degree granting college students.

Collaborate with community and tech college staff to identify resources for student basic needs; advocate for better community resources supporting tech college students.

**DEGREE GRANTING**

**TECHNICAL**

Review policy to support institutions in their efforts to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.

Review policy to support institutions in their efforts to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.

Partner with USBE to support efforts to diversify the K-12 educator workforce through TH Bell Scholarship funding and other collaborative efforts.

PRIORITY  
BOARD'S  
ROLE  
GOAL  
STRATEGY  
TACTIC



# AFFORDABILITY

Remove structural barriers to affordability

Increase student ability to pay cost of attendance.

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

Increase completion of the Free Application for Federal Student Aid (FAFSA).

DEGREE GRANTING	TECHNICAL
Data analysis (demographics data). Study what other states are doing (audit).	Data analysis (demographics data). Study what other states are doing (audit).
Explore FAFSA requirement for state and degree granting institutional scholarships	Explore FAFSA requirement for state and tech college scholarships
Research creation of a simplified, pre-FAFSA form to indicate if participants may qualify for financial aid before filling out the full FAFSA.	Research creation of a simplified, pre-FAFSA form to indicate if participants may qualify for financial aid before filling out the full FAFSA.
Partner with USBE to increase FAFSA completion for high school seniors.	Partner with USBE to increase FAFSA completion for high school seniors.

Evaluate and prioritize state student financial aid

DEGREE GRANTING	TECHNICAL
Review policy, statute, and procedures on waivers. Identify how waivers are being used at each institution. Identify all aid opportunities.	Identify all aid opportunities.
Develop policy and implement of new scholarship programs (Adult Learner Grant Program and Opportunity Scholarship)	Develop policy of new scholarship programs.
Advocate for state scholarship support for undocumented students. Streamline statewide HB-144 affidavit process. Benchmark student participation in affidavits.	Advocate for state scholarship support for undocumented students.

Build and maintain legislative support

DEGREE GRANTING	TECHNICAL
Leverage Concurrent Enrollment for high school students to reduce student cost	Leverage free tech ed tuition for high school students to reduce student cost
Advocate for full legislative funding of compensation	

PRIORITY  
BOARD'S ROLE  
GOAL  
STRATEGY  
TACTIC

# AFFORDABILITY

Remove structural barriers to affordability

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

Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021.

Expand shared services

## DEGREE GRANTING

## TECHNICAL

Study shared services in the System. Board reviews recommendations from the study.

Study shared services in the System. Board reviews recommendations from the study.

Create implementation plan for shared services. Create policy to have cost savings realized from shared services used for student aid.

Create implementation plan for shared services. Create policy to have cost savings realized from shared services used for student aid.

PRIORITY  
BOARD'S ROLE  
GOAL  
STRATEGY  
TACTIC

# COMPLETION

Remove structural barriers to graduation

Increase timely completion of degrees and awards by 3% in 5 years.  
 Increase the timely completion of underrepresented students by 4% in 5 years.

Structure awards to facilitate completion and transfer

Increase awarding of credit for prior learning

DEGREE GRANTING		TECHNICAL	
Update policy to structure certificate to associate to bachelor's pathways, appropriate to discipline.	Identify programs that have the potential for pathway agreements.	Implement Policy R472, including institutional PLA reporting.	Adjust policy to define reporting for credit for prior learning in the documentation of alternate documentation and competency-demonstration. Benchmark and set goals to increase the awarding of credit for prior learning.
Conduct transfer study to determine barriers to transfer.	Conduct transfer study to determine barriers to transfer.		
Facilitate coordination among academic disciplines to align program structure to support transfer and completion, as appropriate.	Facilitate coordination among programs to align program structure to support transfer, wherever possible.	Update the Utah Transfer Guide to include transfer pathways from tech ed to degree granting, and include statewide standardized credit for examinations (AP, IB, CLEP, DSST) in the Utah Transfer Guide	Update the Utah Transfer Guide to include articulations from high school to technical colleges.
Update Policy R470 to embed equity, diversity, and inclusion in General Education essential learning outcomes.	Embed equity, diversity, and inclusion in foundational training requirements.		

PRIORITY  
 BOARD'S ROLE  
 GOAL  
 STRATEGY  
 TACTIC

# COMPLETION

Remove structural barriers to graduation

Increase timely completion of degrees and awards by 3% in 5 years.  
 Increase the timely completion of underrepresented students by 4% in 5 years.

Ensure systemwide institutional supports for student mental health and campus safety

Expand supportive entry level education practices

DEGREE GRANTING	TECHNICAL
Continue partnering with JED Campus at degree-granting institutions. Receive recommendations after completion of institution assessments.	Implement JED Campus at technical colleges. Receive recommendations after completion of institutional assessments.
Analyze Cicero campus safety study to determine next steps from a degree-granting institution perspective.	Analyze Cicero campus safety study to determine next steps on campus safety from a technical college perspective.
Develop baseline expectations for mental health/campus safety for degree-granting institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.	Develop baseline expectations for mental health/campus safety for technical colleges. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.

DEGREE GRANTING	TECHNICAL
Refine policy to develop standards for placement, supportive instruction, co-requisite remediation, and other models to support student entry into and success in introductory academic college-level coursework	Refine policy for supportive instruction offerings for students unable to meet minimum admission requirements, and implement corequisite and other models to support student entry in and success into technical programs.

PRIORITY  
 BOARD'S ROLE  
 GOAL  
 STRATEGY  
 TACTIC

# WORKFORCE ALIGNMENT

Increase availability and stackability of high-demand, high-wage programs

Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.  
 Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.

Increase higher ed participation rate of adults with/without a high school diploma

Ensure students are meaningfully informed on the value and ROI of higher ed

DEGREE GRANTING	TECHNICAL
Collaborate with stakeholders (DWS, USBE, UCAC, UDOC) to support enrollment of adult learners in academic education.	Collaborate with stakeholders (DWS, USBE, UCAC, UDOC) to support the enrollment of adult learners in technical education.
Increase adult learner awareness of scholarships and other aid for degrees via Keys to Success.	Increase adult learner awareness of scholarships and other aid for certificates via Keys to Success.

DEGREE GRANTING	TECHNICAL
Align existing resources (Programs & Majors Guide, Transfer Guide, etc) to Keys to Success. Engage with stakeholders (DWS, UCAC, USBE, institutions ) to ensure Keys is a one-stop for all postsecondary resources.	Ensure technical education program information, articulation of secondary course work, and opportunities for educational, career, and wage progression are represented in the Programs and Majors Guide, Transfer Guide, and Keys to Success.
Advocate for statewide marketing campaign. Focus on the unique needs of adult learners (program flexibility, prior learning, funding, etc).	Advocate for statewide marketing campaign. Focus on the unique needs of adult learners (program flexibility, prior learning, funding, etc).

PRIORITY  
BOARD'S ROLE  
GOAL  
STRATEGY  
TACTIC

# WORKFORCE ALIGNMENT

Increase availability and stackability of high-demand, high-wage programs

Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.  
 Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.

Increase student participation in work-based learning

Increase participation in training (reskilling/upskilling) leading to wage and employment progression

DEGREE GRANTING	TECHNICAL
Refine policy to define the role of work-based learning in academic education.	Refine policy to define the role of work-based learning in technical education.
Develop systemwide tracking mechanism for reporting progress in participation of work-based learning activities.	Develop systemwide practices for reporting progress in the development of and participation in work-based learning activities.
Collaborate with stakeholders (DWS, GOED, USBE) to connect work-based learning opportunities to high-demand pathways to degrees	Collaborate with stakeholders (DWS, USBE, GOED) to connect work-based learning opportunities to high-demand pathways to certificates

DEGREE GRANTING	TECHNICAL
Engage employers to strengthen the connection between degrees and employment options.	Engage employers to strengthen the connection between certificates and employment options.
Refine program approval process to increase transparency of program alignment with verifiable workforce needs.	Review policy governing enrollment and classification of adult students enrolled in training for the purpose of maintaining or advancing their employment.
Refine policy to ensure workforce training is equity-minded, supported by data, and reflect institutional roles.	

PRIORITY  
 BOARD'S ROLE  
 GOAL  
 STRATEGY  
 TACTIC

# UTAH BOARD OF HIGHER EDUCATION STRATEGIC PLAN

*Next Steps*

May 2021



UTAH  
SYSTEM OF  
HIGHER  
EDUCATION

BOARD'S  
ROLE

GOAL

STRATEGY

### SYSTEM UNIFICATION

### ACCESS

### AFFORDABILITY

### COMPLETION

### WORKFORCE ALIGNMENT

Develop, strengthen, and leverage a seamless and articulated system of higher education

Remove structural barriers to entry

Remove structural barriers to affordability

Remove structural barriers to graduation

Increase availability and stackability of high-demand, high-wage programs

Develop, strengthen, and leverage a seamless and articulated system of higher education

Increase the college-going rate of high school grads by 3% in 5 years  
Increase the college-going rate of underrepresented groups by 4% in 5 years.

Increase student ability to pay cost of attendance.

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

Increase timely completion of degrees and awards by 3% in 5 years.  
Increase the timely completion of underrepresented students by 4% in 5 years.

Increase completion rate of graduates in high-demand, high-wage programs by 7% in 5 years.  
Increase completion rate of underrepresented groups in programs aligned with high-wage, high-demand jobs by 8% in 5 years.

Align programs with institutional roles and minimize duplication among institutions

Train boards of trustees on delegated responsibilities

Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways

Strengthen admissions advisors'/tech college staff's capacity for addressing student basic needs

Develop an expanded standard of affordability by the end of 2021

Expand shared services

Structure awards to facilitate completion and transfer

Ensure systemwide institutional supports for student mental health and campus safety

Increase higher ed participation rate of adults with/without a high school diploma

Increase student participation in work-based learning

Increase stackability of credentials from technical colleges to degree granting institutions

Merge system policies and align data and measures, as appropriate

Simplify institutional admissions processes

Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators.

Increase FAFSA completion

Evaluate and prioritize state student financial aid

Build and maintain legislative support

Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021

Increase awarding of credit for prior learning

Expand supportive entry level education practices

Ensure students are meaningfully informed on the value and ROI of higher ed

Increase participation in training leading to wage and employment progression



## **COLLABORATIVE START**

Executive Staff: Assess



## **COLLABORATIVE DEVELOPMENT**

Project Plan Developers: Examine Data, Engage & Plan



## **COLLABORATIVE BUY-IN**

Project Plan Developers: Implement



## **COLLABORATIVE EVALUATION**

Executive Staff: Measure Success

Priority:

Strategy:

Tactic (DG, TE, or both):

**1) COLLABORATIVE START: ASSESS (Executive Staff)**

Narrative- Long-term Vision for Tactic (What is it that we want to accomplish with this tactic overall? Where are we now? What does success look like?):

Objectives (Specific outcomes that will accomplish the long-term vision):

High-level Timeframe (What objectives can we accomplish now? Next? Later?):

Levers required:

- Funding
- Research/analysis
- Legislation/policy
- Board involvement/external stakeholder involvement

Project Developers:

**2) COLLABORATIVE DEVELOPMENT: EXAMINE DATA, ENGAGE & PLAN (Project Developers)**

Narrative- Shorter-term Project Plan (What objectives can be accomplished within the next 12 months?):

Office resources needed: (personnel (detailed), consultant, etc.)

Timeline, with milestones for each objective, within the next 12 months (when will the levers need to be "pulled"?):

Benchmarks/measures (How are we measuring success for each objective? That it was "Completed"? A change in specific rate? Any indicators that we are "off track?"):

## 1) Collaborative Start: Assess (*Executive Staff*)

### Purpose:

- Develop a collective, high-level understanding of what success looks like for each tactic
- Identify project developers

## 2) Collaborative Development: Examine Data, Engage & Plan (*Project Developers*)

### Purpose:

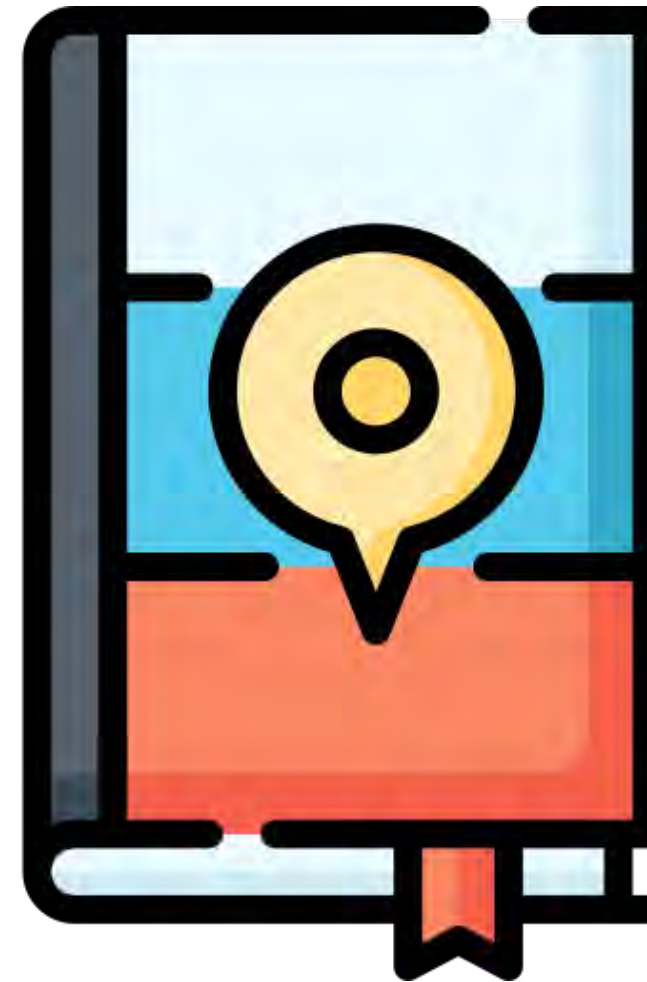
- Develop more specific milestones and timeline for next 12 months
- Determine office resources needed
- Feed the implementation timeline

	A	B	C	D
1		Pt. 1 Completed?	Tactic Developers	Pt. 2 Completed?
2	<b>ACCESS</b>			
3	Ensure high school students are meaningfully informed on scholarships, dual enrollment programming, financial aid, and higher ed pathways			
4	(DG & TE) Fund statewide expansion of the Utah College Advising Corps (UCAC) to every high school in the state. Evaluate program data to determine efficacy and best practices.			
5	(DG & TE) Facilitate collaboration among college access partners such as UCAC, TRIO, GEAR UP, AVID, Latinos in Action, USHE CE Directors, CTE directors, institutions, and advisors.			
6	(DG & TE) Partner with USBE on messaging and advising on advanced coursework options in K-12, including PRIME pilot implementation.			
7	(DG) Pilot new CE College and Career Readiness course in partnership with access/multicultural student programs			
8	<b>Simplify institutional admissions processes</b>			
9	(DG & TE) Consider a USHE common admissions and scholarship application, and acceptance letter.	Y	Spencer, Melanie	
10	(DG & TE) Connect institutions to high school student data to improve access, particularly for underrepresented student populations. Implement the Single Student Identifier systemwide. Analyze available data to determine more inclusive future			
11	<b>Strengthen admissions advisors/tech college staff's capacity for addressing student basic needs</b>			
12	(DG & TE) Provide additional training and resources for admissions officers/tech college staff to connect new students with health, transportation, housing, food, services for undocumented students, childcare, or technology for student success.			
13	Evaluate data on referrals and outcomes to determine efficacy.			
14	(DG) Facilitate collaboration between community partners and on campus services to identify resources for basic student needs; advocate for better community and campus resources supporting degree granting college students.			
15	(TE) Collaborate with community and tech college staff to identify resources for student basic needs; advocate for better community resources supporting tech college students.			
16	<b>Support institutions in diversifying faculty and staff. Expand Utah's pipeline of diverse K-12 educators</b>			
17	(DG & TE) Review policy to support institutions in their efforts to attract and retain diverse faculty and staff. Facilitate collaboration on best equitable hiring and retention practices.			
18	(DG) Partner with USBE to support efforts to diversify the K-12 educator workforce through TH Bell Scholarship funding and other collaborative efforts.			
19	<b>AFFORDABILITY</b>			
20	<b>Develop an expanded standard of affordability by the end of 2021.</b>			
21	<b>Increase completion of the Free Application for Federal Student Aid (FAFSA).</b>			
22	(DG & TE) Data analysis (demographics data). Study what other states are doing (audit).			
23	(DG & TE) Explore FAFSA requirement for state and institutional scholarships			
24	(DG & TE) Research creation of a simplified, pre-FAFSA form to indicate if participants may qualify for financial aid before filling out the full FAFSA.			
25	(DG & TE) Partner with USBE to consider requiring FAFSA completion for high school graduation (with opt-out considerations) and common application			
26	<b>Evaluate and prioritize state student financial aid</b>			
27	(DG & TE) Review policy, statute, and procedures on waivers. Identify how waivers are being used at each institution. Identify all aid opportunities.	Y	Spencer, Rich, Carrie	
28	(DG & TE) Develop policy and implement of new scholarship programs (Adult Learner Grant Program and Opportunity			
29	(DG) Streamline statewide HB-144 affidavit process. Benchmark student participation in affidavits.			
30	(DG & TE) Advocate for state scholarship support for undocumented students.			
31	<b>Build and maintain legislative support</b>			
32	(DG) Leverage Concurrent Enrollment for high school students to reduce student cost			
33	(TE) Leverage free tech ed tuition for high school students to reduce student cost			
34	(DG) Advocate for full legislative funding of compensation			
35	<b>Develop a cost structure model to compare the cost of delivering degrees and awards for each USHE institution by the end of 2021</b>			
36	<b>Expand shared services</b>			
37	(DG & TE) Study shared services in the System. Board reviews recommendations from the study.			
38	(DG & TE) Create implementation plan for shared services. Create policy to have cost savings realized from shared services used for student aid.			
39				
40	<b>COMPLETION</b>			
41	<b>Structure awards to facilitate completion and transfer</b>			
42	(DG & TE) Conduct transfer study to determine barriers to transfer.	N	Carrie	
43	(DG) Facilitate coordination among academic disciplines to align program structure to support transfer and completion, as	Y	Julie	
44	(TE) Facilitate coordination among programs to align program structure to support transfer, wherever possible.	N	Kim, Jared	
45	<b>Increase awarding of credit for prior learning</b>			
46	(DG) Implement Policy R472, including institutional PLA reporting.	N	Julie, Jess	
47	(TE) Adjust policy to define reporting for credit for prior learning in the documentation of alternate documentation and competency-demonstration. Benchmark and set goals to increase the awarding of credit for prior learning.	N	Kim, Jess	
48	<b>Ensure systemwide institutional supports for student mental health and campus safety</b>			

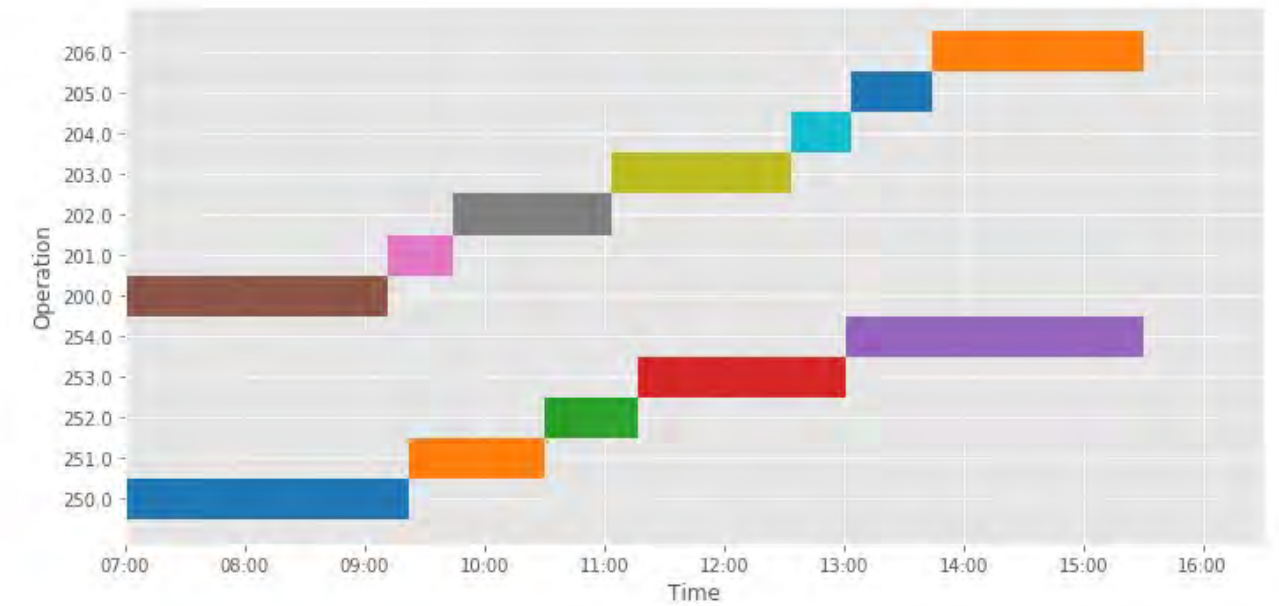
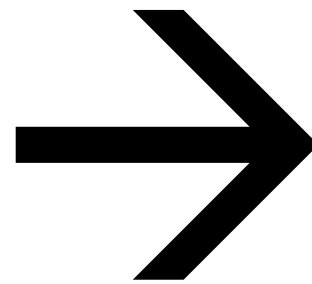
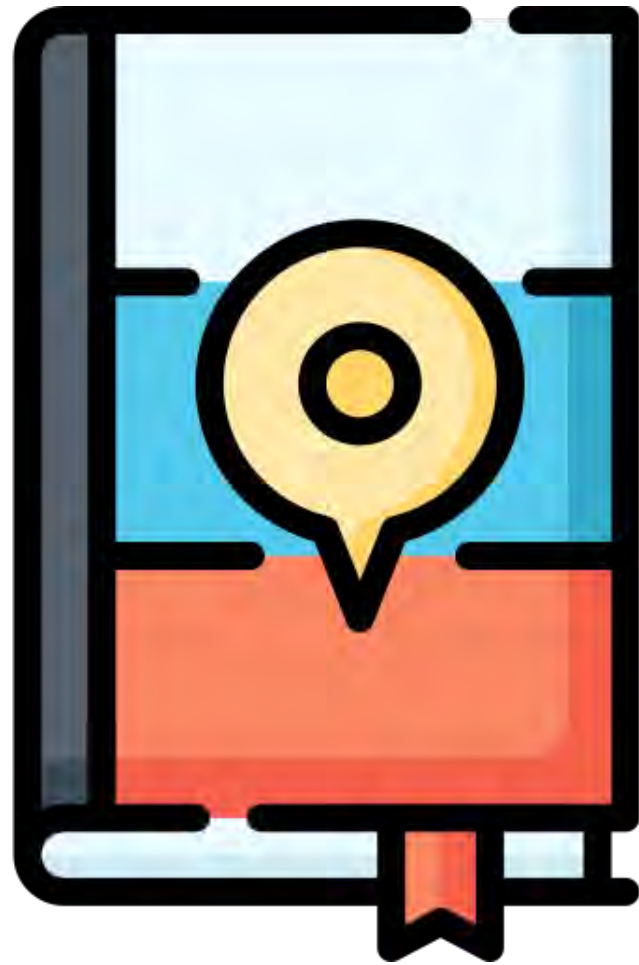
	A	B	C	D
40	<b>COMPLETION</b>			
41	<b>Structure awards to facilitate completion and transfer</b>			
42	(DG & TE) Conduct transfer study to determine barriers to transfer.	N	Carrie	
43	(DG) Facilitate coordination among academic disciplines to align program structure to support transfer and completion, as	Y	Julie	
44	(TE) Facilitate coordination among programs to align program structure to support transfer, wherever possible.	N	Kim, Jared	
45	<b>Increase awarding of credit for prior learning</b>			
46	(DG) Implement Policy R472, including institutional PLA reporting.	N	Julie, Jess	
47	(TE) Adjust policy to define reporting for credit for prior learning in the documentation of alternate documentation and competency-demonstration. Benchmark and set goals to increase the awarding of credit for prior learning.	N	Kim, Jess	
48	<b>Ensure systemwide institutional supports for student mental health and campus safety</b>			
49	(DG & TE) Develop baseline expectations for mental health for degree-granting /technical institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.	Y	Spencer, Lais, Kim	
50	(DG & TE) Develop baseline expectations for student safety for degree-granting /technical institutions. Support institutions in meeting baseline expectations. Facilitate collaboration on best practices.	Y	Spencer, Lais, Kim	
51	<b>Expand supportive entry level education practices</b>			
52	(DG) Refine policy to develop standards for placement, supportive instruction, co-requisite remediation, and other models to support student entry into and success in introductory academic college-level coursework	N	Julie, Jess, Lais	
53	(TE) Refine policy for supportive instruction offerings for students unable to meet minimum admission requirements, and implement corequisite and other models to support student entry in and success into technical programs.	N	Kim, Lais	
54	<b>WORKFORCE ALIGNMENT</b>			
55	<b>Increase higher ed participation rate of adults with/without a high school diploma</b>			
56	(DG & TE) Collaborate with stakeholders (DWS, USBE, UCAC, UDOC) to support enrollment of adult learners in academic /technical education.			
57	(DG & TE) Increase adult learner awareness of scholarships and other aid via Keys to Success.			
58	<b>Ensure students are meaningfully informed on the value and ROI of higher ed</b>			
59	(DG & TE) Align existing resources (Programs & Majors Guide, Transfer Guide, etc) to Keys to Success. Engage with stakeholders (DWS, UCAC, USBE, institutions ) to ensure Keys is a one-stop for all postsecondary resources. (TE) Ensure technical education program information, articulation of secondary course work, and opportunities for educational, career, and wage progression are represented in the Programs and Majors Guide, Transfer Guide, and Keys to Success.	Y	Jess	
60	(DG & TE) Advocate for statewide marketing campaign. Focus on the unique needs of adult learners (program flexibility, prior learning, funding, etc).			
61	<b>Increase student participation in work-based learning</b>			
62	(DG & TE) Refine policy to define the role of work-based learning in academic /technical education.			
63	(DG) Develop systemwide tracking mechanism for reporting progress in participation of work-based learning activities.			
64	(TE) Develop systemwide practices for reporting progress in the development of and participation in work-based learning			
65	(DG & TE) Collaborate with stakeholders (DWS, GOED, USBE) to connect work-based learning opportunities to high-demand pathways to degrees and certificates			
66	<b>Increase participation in training (reskilling/upskilling) leading to wage and employment progression</b>			
67	(DG & TE) Engage employers to strengthen the connection between degrees/certificates and employment options.			
68	(DG) Refine program approval process to increase transparency of program alignment with verifiable workforce needs.			
69	(TE) Review policy governing enrollment and classification of adult students enrolled in training for the purpose of maintaining or advancing their employment.			
70	(DG) Refine policy to ensure workforce training is equity-minded, supported by data, and reflect institutional roles.			
71				
72	<b>SYSTEM UNIFICATION</b>			
73	<b>Align programs with institutional roles and minimize duplication among institutions</b>			
74	(DG & TE) Study current program offerings across DG & TE institutions to ensure fit with institutional roles			
75	(DG) Explore tiered tuition structure tied to institutional roles			
76	<b>Increase stackability of credentials from technical colleges to degree granting institutions</b>			
77	(DG & TE) Review policy governing award types across degree granting institutions to ensure policies are equity minded and supported by data and allow for stackability across all institutional types. Review policy R473, R401, R472 for articulation and transfer between technical colleges and degree granting institutions. (DG) Update Policy R470 to embed equity, diversity, and inclusion in General Education essential learning outcomes. (TE) Embed equity, diversity, and inclusion in foundational (DG) Develop standardized approach to understand number of students utilizing current articulations between tech colleges and degree-granting institutions. Define goal for student participation and attainment of stackable credentials within and between institutions. (TE) Develop standardized approach to understand number of secondary students receiving credit for course work completed at the high school and define a goal to expand courses included and students participating in secondary articulation agreements.	Y	Julie, Kim, Jared, Jess, Carrie, Dave, Lais	
78	(TE) Explore potential for transitioning technical education from clock-hours to credit hours.			
79	<b>Merge system policies and align data and measures, as appropriate</b>			
80	(DG) Review policies to ensure alignment between tech colleges and degree granting institutions. Regularly review system policies to ensure they are equity-focused.			
81	(TE) Review policies to ensure alignment between tech colleges and degree granting institutions. Regularly review system policies to ensure they are equity-focused.			
82				



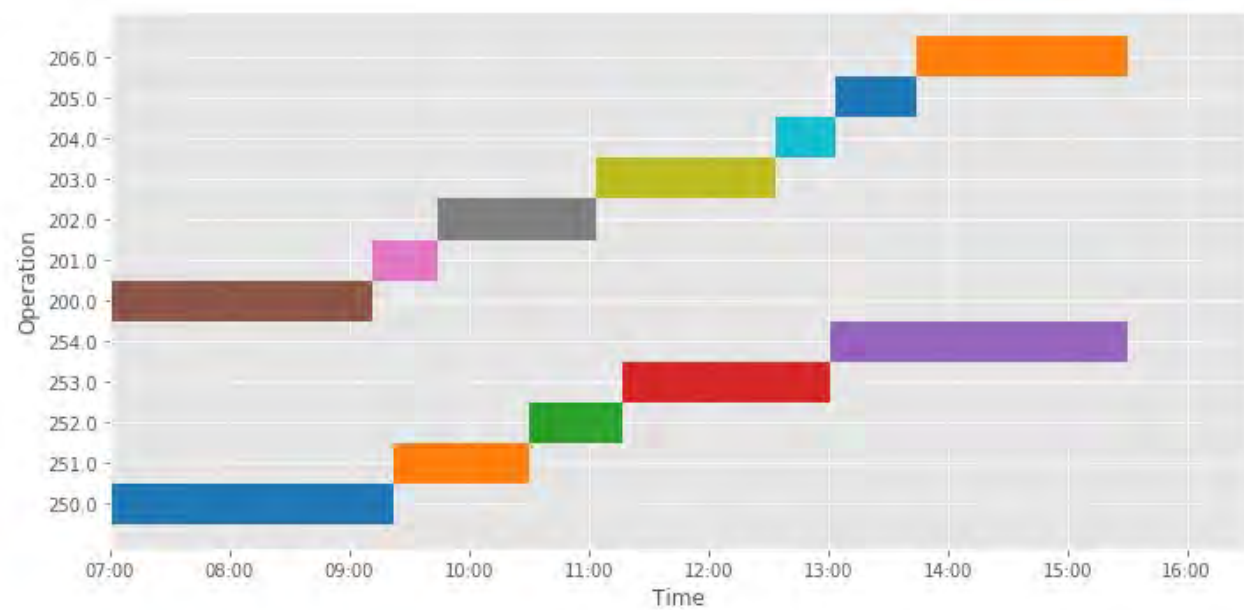
=



- Tactic project plans will create the OCHE “guidebook”
- Static document
- If something in the project plan changes, we will collectively come together to determine next steps



- Implementation timeline will be created from the “guidebook”
- Implementation timeline will be used as a framework for developing Board agendas for the next year



**POSTSECONDARY READINESS**  
All Students Graduate High School Ready for Postsecondary Education

● On track ● Delayed ● Stalled

OBJECTIVES	KEY RESULTS	STATUS	BASELINE	TO DATE
Increase the number of low- and moderate-income students submitting FAFSAs.	11-IIN Teams that implement interventions; collect and use data to iterate and improve; and target strategies by June, 30 2021.	●	0	9
	100% - Participants in the network who demonstrate/report more capability to engage in people-focused continuous improvement practices by March 31, 2020.	●	0	60%
	11-High schools seeing improvements to FAFSA completion rates (vs SY17-18) by June 30, 2021.	●	0	7
Increase access to college readiness advising in all high schools in the region.	31-High schools in PPRC region have a USHE College Access Advisor by Aug 15, 2022.	●	0	14
	Support USHE's ~\$6M ongoing legislative funding for the statewide College Access Advisor program to scale up by Apr 1, 2021.	●	0	\$2M p/year 2021-2024
Increase Black, Indigenous, Person of Color representation in college counseling in Salt Lake School district.	5 - BIPOC community members from the Westside neighborhoods of Salt Lake interested in becoming a school counselor begin to work with the GYOE program at UNP by Sep 1, 2021.	●	0	

**POSTSECONDARY COMPLETION**  
All Adults Complete a Degree or Certificate

OBJECTIVES	KEY RESULTS	STATUS	BASELINE	TO DATE
Increase the number of economically disadvantaged postsecondary students with access to the community resources that can help address basic needs to bolster college completion.	50-University of Utah students receive 211 assessment and referral support and access the resources they need by Dec 30, 2019.	●	0	2
	TBD-students receive a 211 informational email when they qualify for federal financial aid with a \$0 expected family contribution by September 1, 2020.	●	0	0
	3 - Host statewide basic needs collaborative meetings with USHE institutions.	●	0	0
Increase the number of adult learners from underrepresented and minoritized communities attaining post-secondary credentials and moving into financially sustainable career pathways.	Provide feedback to Keys to Success on their plans for an adult learner facing app in lieu of <a href="http://Utahfutures.org">Utahfutures.org</a> by August 1, 2020.	●	No	In Progress
	Develop an interventions based on a Liberatory design project to increase post-secondary completion in the context of career pathways for Adult Learners of Color by November 1, 2020.	●	No	In Progress
	Develop a Grow Your Own Educator adult learning pathway with UWNU, Ogden School District, and Weber State University by Aug 30, 2021.	●	No	In Progress

Progress report will be created from the implementation timeline

- Red light/green light
- Progress report will be updated monthly
- Available on [ushe.edu](http://ushe.edu)



## Timeline

- Summer – Tactic development
- Aug. 1 – Finalize tactic project plans
- Aug. 15 – Develop implementation timeline
- Sept. 16 Board meeting – Provide first progress report



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB E

May 21, 2021

## UHEAA Update

### Overview

The Utah Higher Education Assistance Authority is the financial aid and student loan organization of the Utah Board of Higher Education. Formed in 1977, UHEAA's public service mission has supported the students and institutions in Utah by:

- Disbursing nearly \$7 billion in student loans to 1.7 million students between 1977 and 2010
- Reducing student borrowing cost by \$261 million in borrower benefits on 692,000 loans
- Providing \$12 million of UHEAA Grants for 13,000 underserved students
- Committing \$6 million in funds for UCAC advising FY 2022 – FY 2024
- Providing annual paying-for-college training to high school counselors and access advisors for 20 years
- Providing 20,000 students at 600 events paying for college guidance in the past five years
- Administering state financial aid grant and scholarship programs

As an organization, UHEAA has a long history of serving the students and institutions of Utah.

UHEAA:

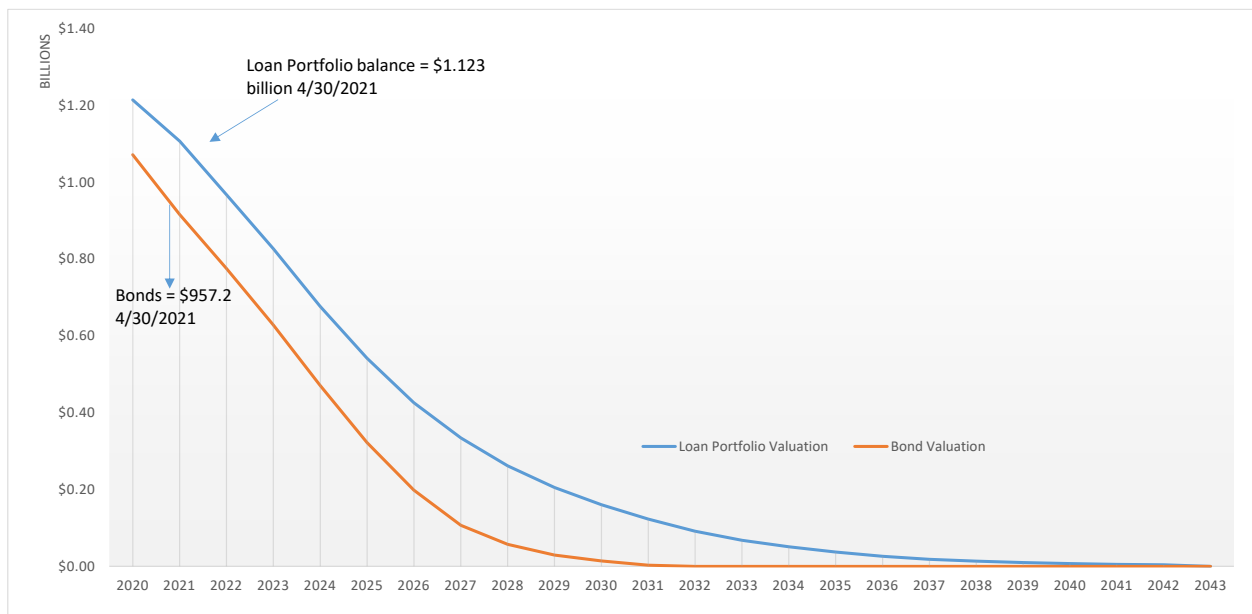
- Owns and services a \$1.1 billion portfolio of FFELP student loans
- Utilizes bonding authority to finance student loan portfolios
- Provided FFELP loan guarantees in partnership with ED until 2010
- Collects defaulted loans for ED
- Provides FAFSA completion and paying-for-college education statewide
- Administers several state financial aid programs at no cost to Utah taxpayers
- Offers low-cost, state-based student loans
- Counsels students on loan delinquency and default
- Provides financial literacy and default prevention services to institutions
- Conducts fee-for-service business process outsourcing (BPO) for national servicers
- Serviced 1 million Direct Loan borrowers representing \$18.8 billion for ED until 2021



## Inflection Point

UHEAA's two main revenue sources over the past 10 years has been interest from its \$1.1 billion legacy FFELP portfolio and Direct Loan servicing fees from the Department of Education. The majority of the existing legacy student loans and related bonds will amortize by 2027 (see graph below). UHEAA also received fees from ED to service 1 million Direct Loan borrowers, representing \$18.8 billion in loans. This contract with ED was discontinued in 2021 because revenues were not sufficient to support the cost structure.

The following table and graph provide a view of UHEAA's FFELP loan portfolio and the amortization pattern of the student loans and supporting bonds:



UHEAA has built a strong balance sheet and is positioned to transition into a new strategic plan and support the development of additional business lines to further benefit the students of Utah over time. The following three charts summarize UHEAA's financial position.

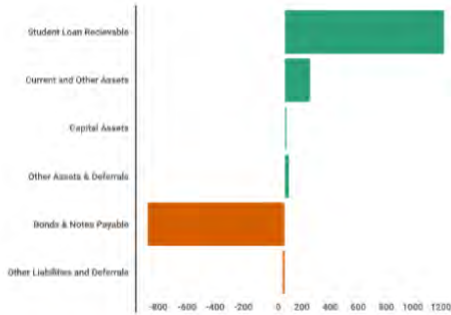
# UHEAA Student Loan Portfolio



Commission of Accounts 2021

## UHEAA

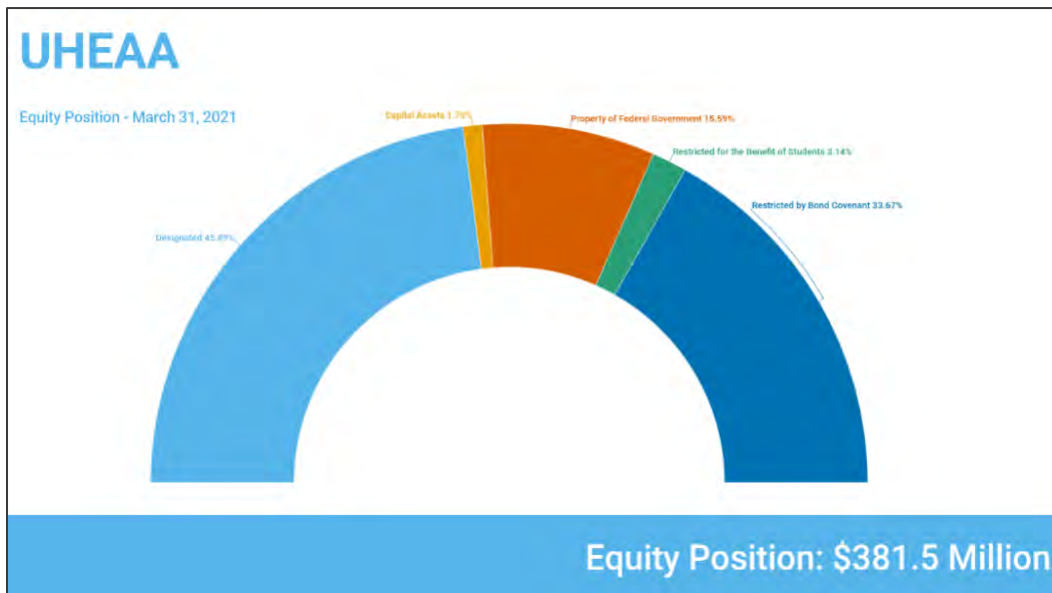
Combined Balance Sheet - March 31, 2021



Student Loan Receivable \$1.12 Billion  
Current and Other Assets \$177 Million  
Capital Assets \$7.8 Million

Bonds & Notes Payable \$964 Million  
Other Liabilities and Deferrals \$12.9 Million

Equity Position: \$381.5 Million



UHEAA is developing a strategic plan to define its mission, vision, and values; align its efforts with the UBHE mission; and chart a business course for the future.

### Planning Process

The strategic planning process involved discussions with the UHEAA Board, senior staff, and employees.



The result of this strategic planning process yielded a proposed mission and vision statement, company values, and a set of strategic priorities. The structure of these strategic priorities includes the following:



A detailed description of the strategic plan and its components can be found in the attached draft strategic plan.

### Attachment



## Strategic Plan

**Mission** We are your State not-for-profit partner committed to guiding Utah students through the financing of their educational pursuits and achieving statewide higher education strategic priorities of access, completion, and affordability.

**Vision** All Utah families, regardless of circumstance, will have the financial tools necessary to access and complete their education. In alignment with the Utah Board of Higher Education, our products and services promote financial success and personal fulfillment.

**Values** Six action-based values describing who we are and who we want to be. UHEAA employees strive to uphold this DIRECT mentality through everything we do.

- **Do it right**: We do the right thing for students, customers, employees, and families in the state of Utah.
- **Innovative**: We learn from the experiences of the past and use those insights to invent a future that is more fair, productive, and consistent.
- **Results-driven**: We believe that what gets measured, gets done.
- **Equity**: We commit to an environment of inclusivity where all customers and employees feel a sense of belonging.
- **Customer-focused**: We are champions of our customers and strive to never lose sight of their needs.
- **Transparency**: We communicate clearly, hold ourselves accountable, and act with integrity across all levels of our organization.

## How UHEAA Impacts Higher Education Financing in Utah

- Servicing
- Lending
- Financial literacy
- Collaboration
- Advocacy
- FAFSA education
- Bonding
- State financial aid administration

### Strategic Priorities

**Priority:** Profitability

**Goal:** Create and right-size all business lines to achieve profitability and within three years in order to reinvest in Utah higher education (e.g. grants, scholarships, financial literacy, and initiatives to help underserved Utah students).

**Strategy:** Maximize legacy FFELP portfolio profitability and maintain compliance. Market and expand UHEAA's state-based loan program. Perform fee-for-service business process outsourcing, default aversion services, and debt letter communications for clients.

**Tactics:**

1. Identify and evaluate opportunities to purchase remaining Federal Family Education Loan Program (FFELP) portfolios.
2. Identify and evaluate opportunities to purchase loans from the federal balance sheet.
3. Perform fee-for-service, 3rd party business process outsourcing.
4. Perform enterprise cost analysis to reduce non-value generating expenditures.
5. Utilize balance sheet funding, as well as taxable and tax-exempt bonding capability, to provide loans and other financial products to students.
6. Expand state-based loan market to a broader set of Utahans including underserved and underrepresented populations.

7. Explore the viability of additional financing products, including parent loans, certificate program lending, income-sharing agreements, and residency refinance.
8. Further expand fee-for-service default aversion services and debt letter communications for colleges and universities.

**Priority:**     **Community Partnerships**

**Goal:**        Expand, leverage, and develop partnerships at the local, state, federal, and industry levels to fulfill the UHEAA and Utah Board of Higher Education missions. Measure and report the impact of collaborative efforts to the UHEAA Board of Directors.

**Strategy:**   Engage families, students, institutions, business leadership, and state and federal representatives to promote higher education financing with an emphasis on underrepresented populations.

**Tactics**

1. Support UCAC initiative with \$2 million per year over a 3-year period.
2. Collaborate with OCHE to accomplish affordability tactics surrounding FAFSA completion.
3. Engage with OCHE and institutional equity and diversity officers to identify equity issues and brainstorm solutions.
4. In collaboration with OCHE, engage with families of underrepresented groups to educate and provide information on the value of higher education.
5. Continue FAFSA and financial literacy outreach initiatives. Develop targeted training for underserved populations.
6. Engage with State and Congressional leaders regularly to promote Utah higher education financing and equity in higher education financing.
7. Engage regularly with community groups (e.g. Neighborworks, SLC Latinos in Action, SuazoBusiness Center, Utah Division of Multicultural Affairs).
8. Collaborate with OCHE, institutional leaders, and financial aid directors to identify gaps in higher education financing, with a focus on underrepresented populations.

9. Actively engage with higher education financial industry groups to influence state and national higher education finance policy.

**Priority:** Culture

**Goal:** UHEAA will develop a culture of equity, inclusion, accountability, and excellence, and achieve an employee Net Promoter Score (NPS) of 15 or greater over the next two years. UHEAA will conduct an equity lens analysis and develop a higher education finance equity framework within Fiscal Year 2022.

**Strategy:** Engage with UHEAA employees and community stakeholders to define and promote equity, inclusion, accountability, and excellence in the workplace and in higher education finance.

**Tactics:**

INTERNAL

1. Establish an enterprise-wide performance management system.
2. Expand employee engagement committees including an equity committee.
3. Perform an enterprise-wide compensation analysis.
4. Maintain compliance with state and federal servicing and lending regulations.
5. Establish a system for collecting and synthesizing employee feedback.
6. Develop and implement leadership training programs.
7. Target recruitment activities to underrepresented populations.

EXTERNAL

8. Engage with OCHE and institutional equity and diversity officers to identify equity issues and brainstorm solutions.
9. Engage with State and Congressional leaders regularly to promote equity in higher education financing.
10. Support UCAC initiative to promote college access for underrepresented groups.
11. Identify relevant higher education finance equity data to collect, analyze, and identify opportunities for improvement.
12. Perform an equity lens review for each of UHEAA's business lines and the state aid programs it administers.

13. In collaboration with OCHE, engage with families of underrepresented groups to educate and provide information on the value of higher education.
14. Develop a higher education finance equity framework.
15. Engage regularly with community groups (e.g. Neighborworks, SLC Latinos in Action, SuazoBusiness Center, Utah Division of Multicultural Affairs).

**Priority: Technology**

**Goal:** Acquire technology to build products and services to reduce costs by at least 10% over five years, and exceed customer expectations by achieving a customer NPS score of 70 over the next five years.

**Strategy:** Implement evolving technology and cloud services to reduce costs and support customers.

**Tactics**

1. Implement a cloud-based loan origination and servicing solution for state-based student loans.
2. Implement a Compliance Management System to improve compliance management controls.
3. Explore implementing artificial intelligence solutions into the contact centers for improved cost efficiency and consistent customer experience.
4. Engage with the U of U, or outside technology consultants, to examine UHEAA's IT and IS structures for efficiencies.
5. Implement a single sign-on (SSO) solution to securely expand UHEAA's cloud-based software options.
6. Change telephony system provider to a cloud solution right-sized for UHEAA's smaller structure.

**Priority: Brand Awareness**

**Goal:** Expand brand awareness of UHEAA products and services to Utah students, families, and customers by achieving the growth projections in the UHEAA business plans presented to the UHEAA Board of Directors.

**Strategy:** Utilize marketing support to provide broader brand awareness in the community of UHEAA's not-for-profit, public service mission and the services it provides.



## Tactics

1. Collaborate with OCHE and institutions to participate in and leverage existing marketing strategies.
2. Select a marketing firm to perform a UHEAA brand review and develop a comprehensive marketing plan.
3. Devise marketing strategies to promote equity for underserved and underrepresented communities.

DRAFT



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB F

May 21, 2021

## my529 Update

### Background

The Utah Educational Savings Plan, dba my529, was created by the Legislature in 1996. Section 529 of the Internal Revenue Code allows for qualified tuition programs, which includes prepaid tuition and savings plans. Qualified tuition programs must be sponsored by a state or state agency. my529 was created as Utah's 529 plan and placed within the Utah System of Higher Education.

my529 is a “non-profit, self-supporting agency that administers a public trust” [UCA 53B-8a-103(2)(a)]. The Utah Board of Higher Education acting in its capacity as the Utah Higher Education Assistance Authority provides oversight of my529. Because my529 is a trust, the board and staff have a fiduciary obligation to the account owners and plan beneficiaries.

As it celebrates its 25<sup>th</sup> anniversary, my529 has become one of the pre-eminent plans in the country. It is the third largest direct-sold plan, with over \$19 billion in assets under management as of April 30, 2021. my529 is a national plan, with nearly 460,000 accounts and account owners from every state in the country.

Cybersecurity is a major focus for the organization. As a result, significant investment is made for information security, anti-money laundering and know-your-customer solutions.

Morningstar analysts have assigned a Gold rating to my529 for 10 consecutive years. Illinois and Michigan, the other Gold-rated plans, have received a gold rating for four or fewer years.

my529 continues to be one of the fastest-growing plans in the country. With the industry now well-established and mature, my529 has undertaken a strategic planning process to prepare for its future.

## Discussion

The following pages present my529's simplified Mission, Vision and Values statement. The following priorities are presented with the attending strategies and tactics for meeting these priorities.

**Account Growth** – my529 accounts will be as ubiquitous as 401(k) accounts.

**our529 Culture** – my529 is a culture of excellence, kindness, inclusion and respect. It is among the best places to work in Utah.

**Account Owner Experience** – Every person who has contact with my529 has such an exceptional experience, they become our ambassadors.

Metrics for each of these priorities are included to measure our progress toward achieving our priorities. Our focus is on Utah account owners even though our base is national in scope.

We have strived to align our strategies and tactics, where possible, to support the priorities of the Utah Board of Higher Education.

## Attachments

# my529 by the numbers

459,909

Accounts

\$19.5 B

AUM

\$42,418

Average Balance

9.9%

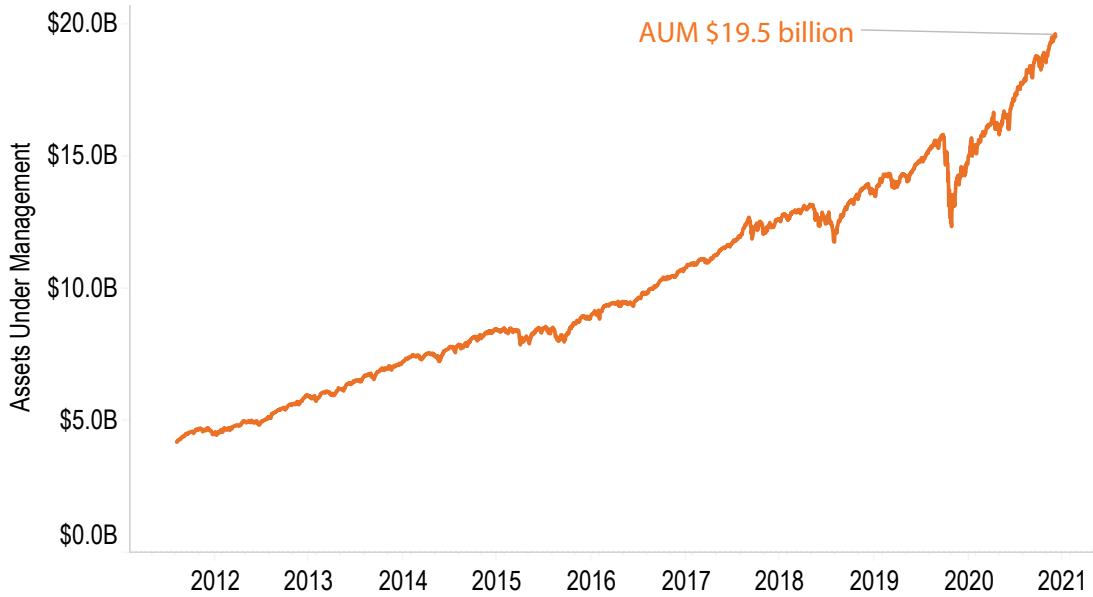
Account Growth\*

17.9%

AUM Growth\*

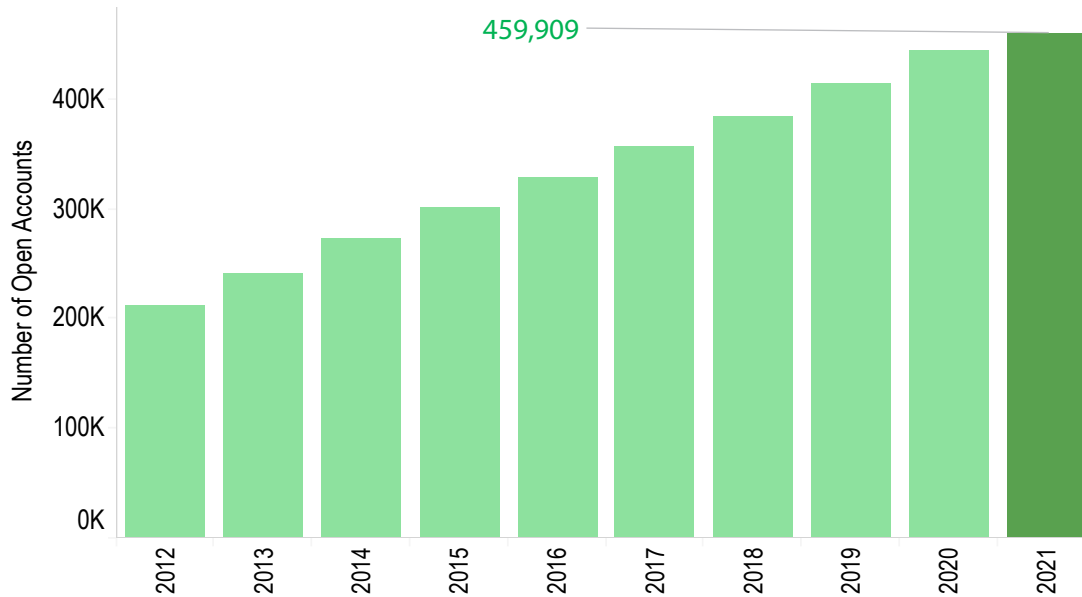
All data as of April 30, 2021

## Assets under management



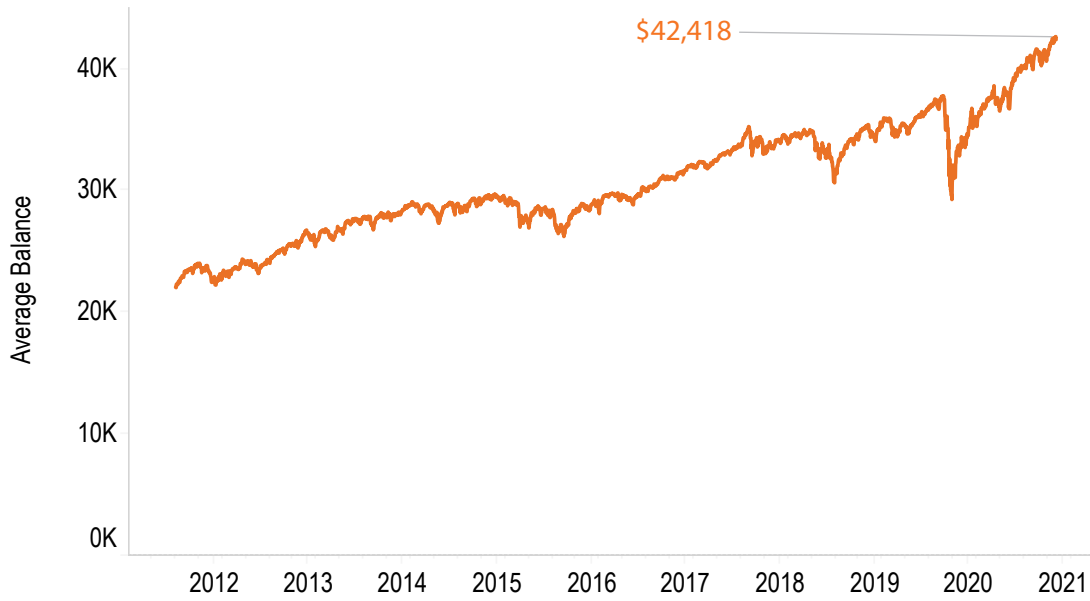
All data as of April 30, 2021

## Number of open accounts



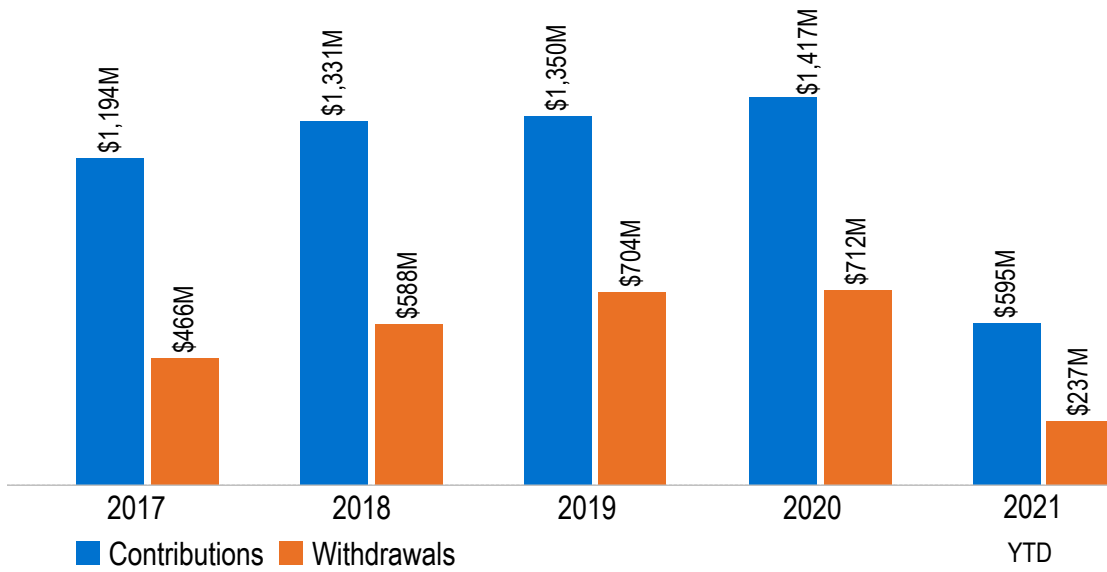
All data as of April 30, 2021

## Average account balance



All data as of April 30, 2021

## Contributions and withdrawals



All data as of April 30, 2021



**my529<sup>®</sup>** Annual Plan with a 2,000-Day Horizon

# Mission, Vision and Values

*my529 is aligned with the Utah Board of Higher Education's priorities for access, affordability and completion.*

## MISSION

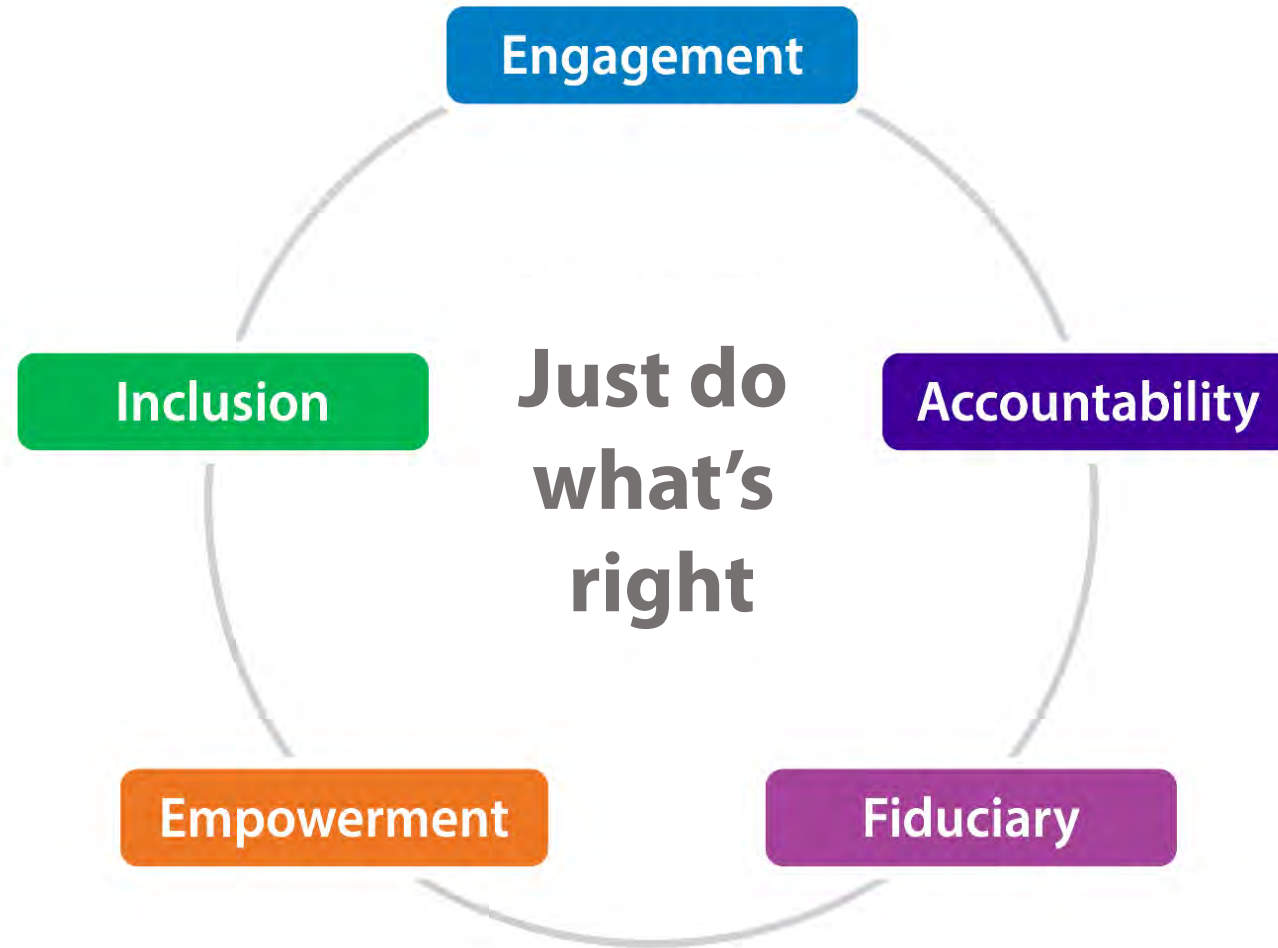
my529 helps families save for education.

## OUR VISION

Make my529 the nation's plan of choice for families investing for education and an organization in which employees take pride.



# OUR VALUES



## OUR PRIORITIES

**Account Growth** - my529 accounts will be as ubiquitous as 401(k) accounts.

**our529 Culture** - my529 is a culture of excellence, kindness, inclusion and respect. It is among the best places to work in Utah.

**Account Owner Experience** - Every person who has contact with my529 has such an exceptional experience, they become our ambassadors.

Priority

**Account Growth - my529 accounts will be as ubiquitous as 401(k) accounts.**

Goal

Avenues for identifying and onboarding new account owners (AO) are enhanced and cultivated.

Strategy

**Constructing a way for employees in every Utah business to take advantage of a my529 account.**

Tactics

- Formalizing a service model to support and expand B2B.
- Creating an automated process for my529 and businesses to exchange electronic files (AO names and contribution amounts) to capture employee payroll deduction information.

**Increasing diversity among Utah AOs.  
(Access/Affordability)**

- Collaborating with nonprofit organizations supporting underserved communities to bring awareness of and participation in my529.
- Explore the formation of a Utah Children Savings Account program with a philanthropic or nonprofit partner.
- Add demographic questions to account owner transactions to develop a baseline data set.

**Cultivating a premium experience for prospects.**

- Gathering information and mining data to improve the prospect experience.
- Planning my529.org website redesign to improve prospect experience.

Priority

**Account Growth - my529 accounts will be as ubiquitous as 401(k) accounts.**

Goal

Account owners' use of my529 is maximized.

Strategy

**Changing behavior of AOs to increase savings amounts, consistency, frequency and legacy account ownership. (Affordability/Completion)**

Tactics

- Deciding my529's promotion and match philosophy and commitment level.
- Tracking promotion efficacy.

**Increasing engagement through existing or new channels.**

- Running advisor firm engagement campaigns (e.g. zero balance accounts, increased gifting limits, non-activity).
- Providing CE presentations to professional groups and associations (e.g. lawyers, accountants, doctors, advisors, SHRM).

Priority

**Account Growth - my529 accounts will be as ubiquitous as 401(k) accounts.**

Goal

Utahns and nonresidents are educated on the concept and benefits of owning a my529 account.

Strategy

**Demonstrating the value of attaining skills training and education. (Access)**

- Creating materials that demonstrate the value of education.
- Developing a tech, trade and community college marketing campaign.
- Generating campaigns around salaries v. cost of education that apply to all industries and professions.

Tactics

**Providing a content-rich, trusted resource for all individuals. (Access)**

- Developing financial literacy materials to educate prospects.

**Forming and leveraging partnerships to assist with the education process. (Access)**

- Collaborating with financial literacy programs to promote my529 as a savings opportunity with a tax credit benefit.
- Tap into atypical financial advisors who serve diverse communities.

Priority

**Account Growth - my529 accounts will be as ubiquitous as 401(k) accounts.**

Goal

my529's brand is solidified and maintained as an industry leader and national plan that benefits all Utahns.

Strategy

Leveraging national recognition to provide the best exposure and account growth opportunities for my529.

Tactics

- Search engine optimization.
- Select advertising campaigns outside of Utah.
- Broadening exposure via digital ads.

Positioning my529 to respond to new industry change or consolidation.

- Determining strategy for offsetting AUM consolidation being pursued by large financial firms.

Shaping 529 policy at the federal and state levels.

- Increasing participation in national organizations.
- Working through national organizations to pass federal corporate tax incentive legislation.

# Metrics

9,000

New funded  
Utah accounts

8%

Utah children younger than  
18 are my529 beneficiaries

29,000

New funded  
nonresident accounts

Priority

**our529 Culture** - my529 is a culture of excellence, kindness, inclusion and respect. It is among the best places to work in Utah.

Goal

Employees are personally invested in my529's success.

Strategy

**Supporting employees in their quest for personal and professional skill development at my529 or elsewhere along individual career paths.**

- Including discussions about available training and education opportunities in annual employee evaluations and performance plans.
- Succession planning for director, manager and supervisory positions.

**Extending accountability for the Annual Plan with a 2000-Day Horizon to all my529 employees.**

- Formulating employee performance plans around this annual plan.
- Regular annual plan progress updates.

**Welcoming every employee. Valuing their ideas, input, feedback and celebrating their accomplishments.**

- Formalizing process to track, prioritize and respond to employee feedback.
- Partner with Human Resource Management to provide a report to the UHEAA Board about workplace diversity.
- Collaborating and sharing achievements among my529 teams.
- Fostering open communication.

**Promoting workforce resilience through mental fitness.**

- Providing mental health awareness training to all managers and directors.
- Defining the workplace of the future and how remote work fits in.

Tactics



Priority

**our529 Culture** - my529 is a culture of excellence, kindness, inclusion and respect. It is among the best places to work in Utah.

Goal

my529 embodies its fiduciary role.

Strategy

Foster a culture of compliance and risk management.

- Creating a formal enterprise risk management plan with a designated risk officer.
- Annual employee training on compliance, risk and fiduciary responsibilities.

Tactics

Implementing industry best practices.

- Evaluating internal operation processes and implementing recommendations for efficiencies.
- Deciding my529's philanthropy philosophy and commitment level.

# Metrics

35 ↑

Employee Net  
Promoter Score

4.0 ↑

Employee engagement survey  
affective commitment score

Priority

**Account Owner Experience - Every person who has contact with my529 has such an exceptional experience, they become our ambassadors.**

Goal

my529 understands and curates the best account owners journey for the best experience.

Strategy

**Cultivating a premium experience for AOs.**

Tactics

- Gathering information and mining data to improve the AO experience.
- Planning a new my529.org website to improve the AO experience.
- Understanding advisor groups' needs to enhance their experience.

**Developing and improving AO journey, touchpoints and feedback.**

- Embedding feedback surveys along the AO journey.
- Formalizing a process to track, prioritize and respond to feedback.

Priority

**Account Owner Experience - Every person who has contact with my529 has such an exceptional experience, they become our ambassadors.**

Goal

Account owner tools, information and services are continually evaluated and evolving.

Strategy

**Incorporating new technologies and products to enhance account usage and to meet AOs "where they are."**

Tactics

- Honing mobile capabilities and web responsiveness.
- Implementing new contribution collection and withdrawal disbursement methods.
- Introducing new account owner interaction approaches.

**Communicating with clarity and plain language.**

- Focusing on plain language in the Program Description and all other communication materials.

**Providing best of class investment options.**

- Transitioning Age-Based to Enrollment Date investment options.

# Metrics

70 ↑

Account Owner Net  
Promoter Score

## Summary

As it was for most of the people on planet Earth, 2020 was a trying time for the staff of my529.

When COVID-19 forced a shelter-at-home status for Utahns in March, my529 made a seamless transition to a telework model. Within a week, the entire staff had the capability of working from home. Business continued without interruptions. We brought new accounts online and account owners were able to conduct transactions as they normally would.

Other emergencies would follow, including a 5.7-magnitude earthquake and a hurricane-force windstorm. As of December 31, 2020, about 90-95% of my529 employees continue to work remotely each day. A few staff members rotate to perform in-office duties.

Despite the challenges, my529 staff were able to accomplish several major projects.

### **Account owner portal update**

- Deployed a new account owner portal.
- Simplified the online account sign up process.

### **Two-Factor Authentication (2FA)**

- Implemented 2FA for stronger protection of account owner information.
- Approximately 160,000 out of 214,000 account owners have signed up for 2FA to date.

### **Fee reduction**

- Effective October 1, my529 reduced the Administrative Asset Fee for 12 of 13 investment options.
- The reductions benefited 99% of accounts, and my529 accounts will collectively save \$2.2 million annually.

### **Vanguard Institutional Total Stock Market Index Fund**

- Transitioned to a new share class to reduce fees.
- The transition collectively saves account owners approximately \$500,000 annually.

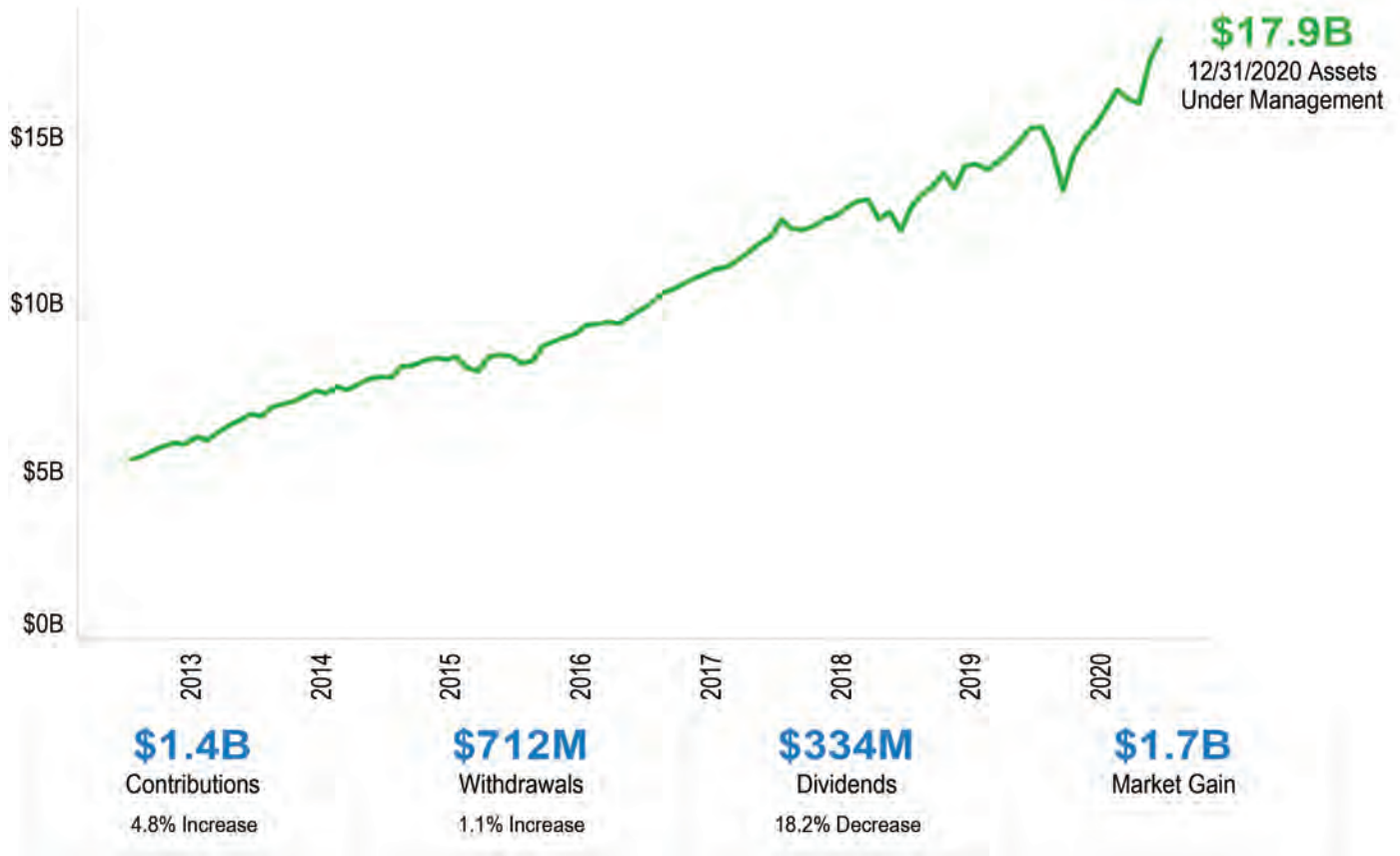
### **Marketing and outreach efforts**

- Our statewide brand awareness campaign advanced efforts to grow Utah business.
- Shifted to virtual presentations at traditional outreach events.
- Implemented the Make Your Mark scholarship campaign online.

**Following are various metrics that show where my529 stood at the end of 2020.**

## Key Metrics

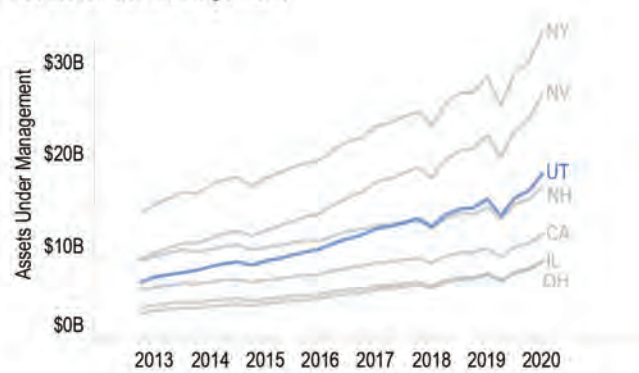
### Assets under management



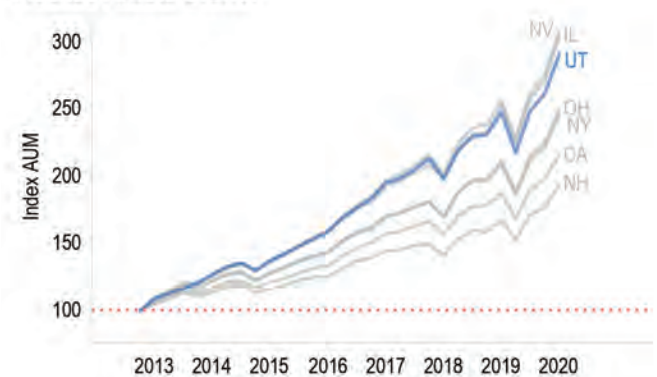
The COVID-19 pandemic precipitated a large swing in assets under management. Total market gains equaled \$1.7 billion. Dividends were down for the year, due to capital gains distributions and low interest rates.

### my529 compared to top 7 direct-sold plans

Assets Under Management



Indexed Assets Growth

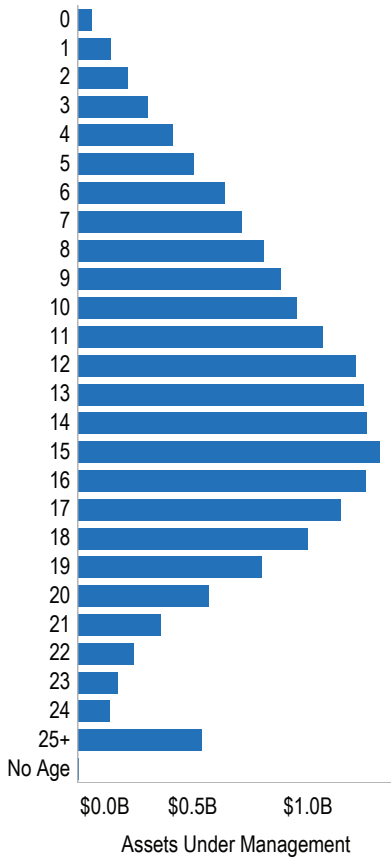


my529 is the third largest direct-sold 529 plan for assets under management. Of the top seven direct-sold plans, only the Nevada Vanguard 529 Plan and the Illinois Bright Start College Savings Program had faster growth.

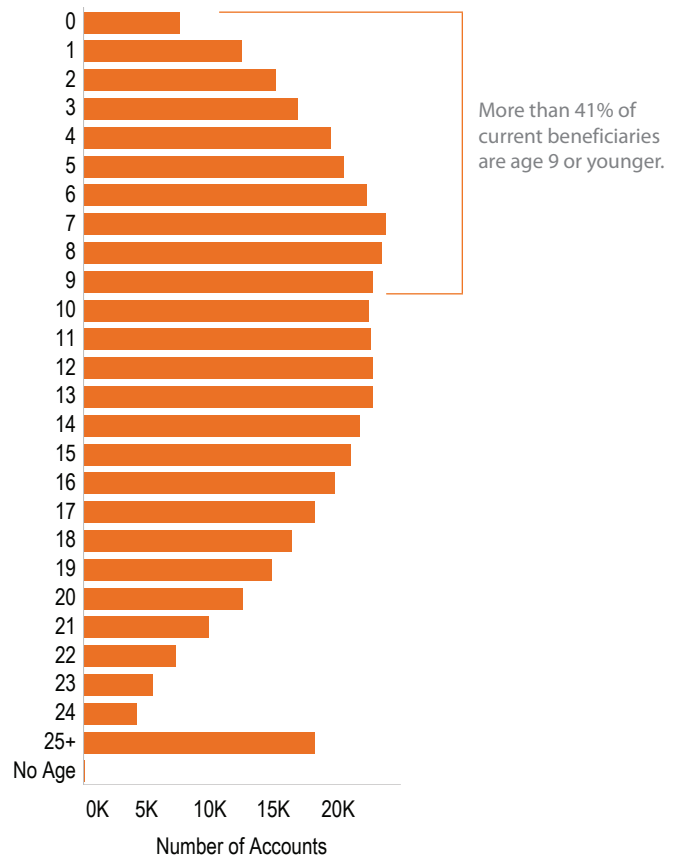
# 2020 YEAR IN REVIEW

## Assets and accounts by beneficiary age

ASSETS BY BENEFICIARY AGE



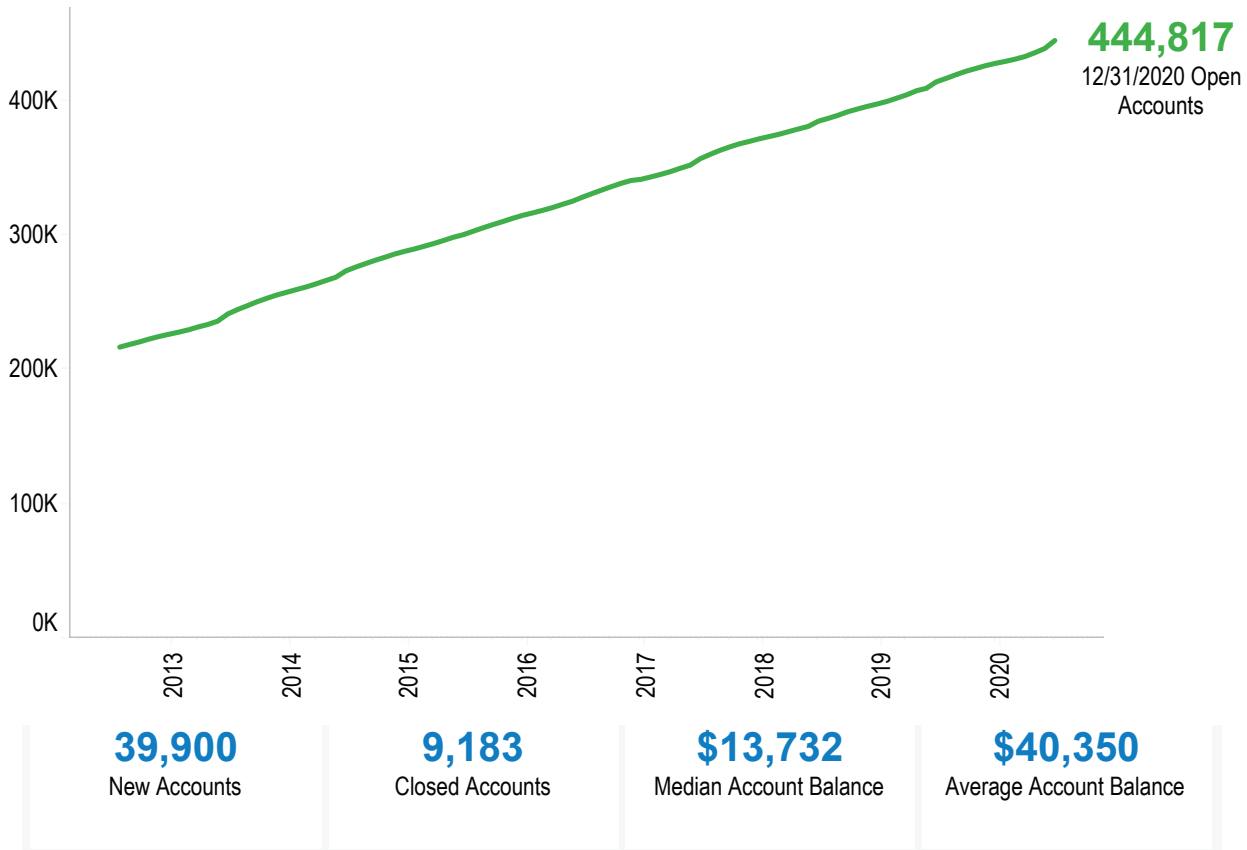
ACCOUNTS BY BENEFICIARY AGE



In the past eight years, 50% of accounts were opened for beneficiaries age 3 or younger.

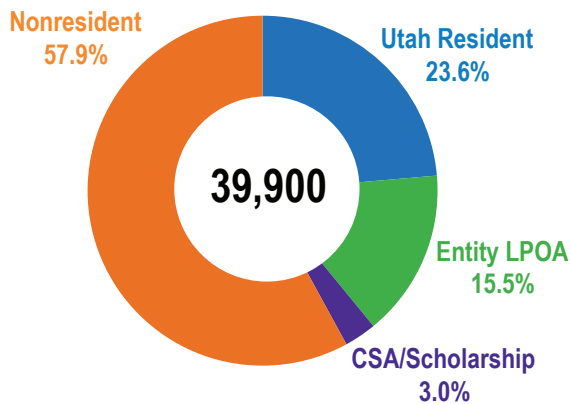


## Accounts

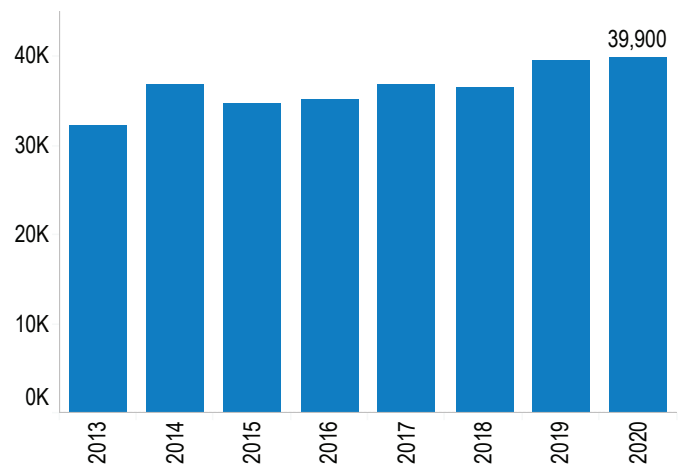


The number of total open accounts increased 6.9% from 2019. my529 saw a record number of new accounts in 2020 with an increase of 0.7% over 2019.

### 2020 new accounts



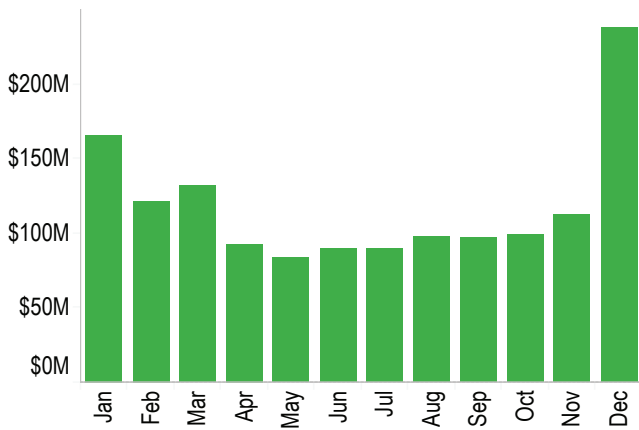
### New accounts by year



From 2014 to 2018, new accounts were relatively flat. Focused marketing efforts and FinTech contributed to the recent increase of new accounts in 2019 and 2020.

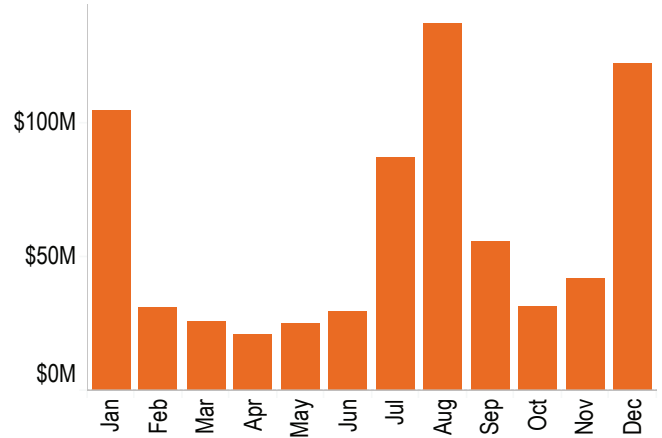
## Contributions

2020 Contribution dollars by month



## Withdrawals

2020 Withdrawal dollars by month

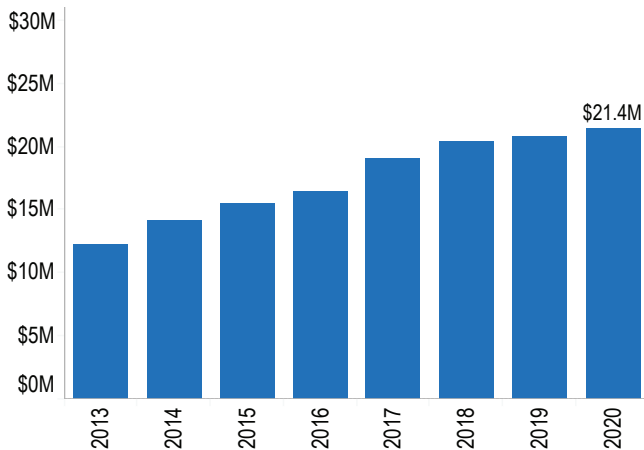


## Fees

### A legacy of low fees

This is the fourth consecutive year my529 has reduced the Administrative Asset Fee. my529 has lowered fees seven out of the last eight years. Rising assets under management have allowed my529 to collect more fee revenue despite lower fees.

Fees by year



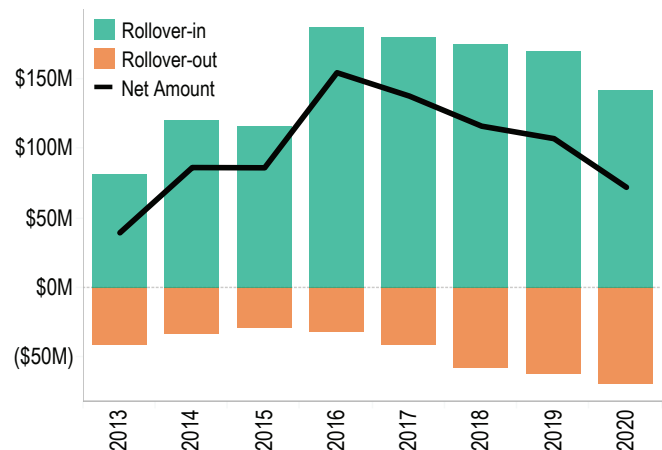
## Rollovers

### Cumulative net rollovers trending down

The aggregate annual net rollover totals have been experiencing a downward trend in recent years. The total net rollover amount in 2020 was \$72 million, down year-over-year from \$107 million in 2019.

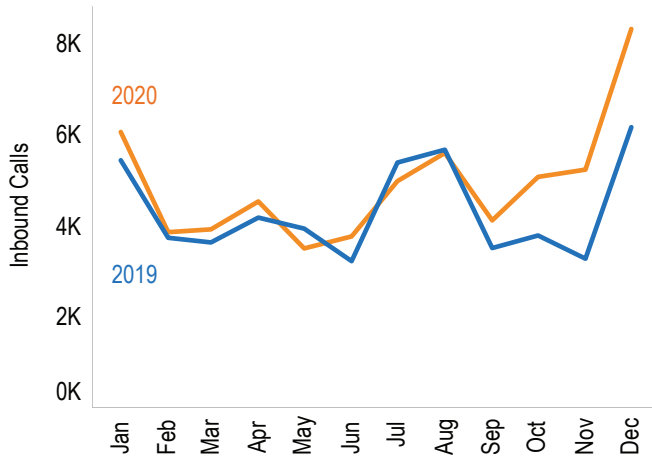
While a small number of account owners leave to chase lower fees or follow financial advisors' guidance, the majority of account owners leave to consolidate assets with other investment accounts or to take advantage of state tax benefits.

Rollovers by year



## Call center numbers

### Inbound calls by month



Starting in October, calls increased due to the rollout of the new account owner portal and year-end transactions.

## Gift program

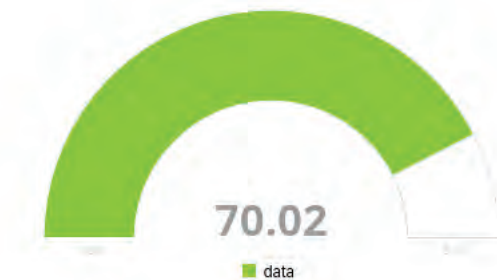
Gifting has increased steadily over the last few years.

<p><b>\$1,432</b></p> <p>Average gifting amount</p>	<p><b>3.9%</b></p> <p>of total contributions</p>
<p><b>61%</b></p> <p>for beneficiaries between 0-6</p>	<p><b>55%</b></p> <p>of contributions are under \$100</p>

## Outside evaluations

### Account owner net promoter score

In 2020, my529 began surveying account owners regarding their experience with my529 with the goal to have a NPS greater than 70. In the fourth quarter, we reached the goal with a cumulative NPS of 70.02.



### Morningstar Gold

Utah's my529 has earned Morningstar's top rating for 10 years straight, a consecutive run longer than any other plan in the 529 industry. Out of 61 plans evaluated in 2020, my529 was one of only three plans to earn Gold.

my529<sup>®</sup> is now a  
**TEN**



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB G

May 21, 2021

## Dixie State University: University College Proposal

[Utah Code 53B-16-102\(4\)\(a\)](#) requires the Utah Board of Higher Education to provide approval when an institution establishes a new branch, extension center, college, or professional school. [Board Policy R401-3.9](#) defines a college or professional school as an “academic unit... that is headed by an academic dean.” Dixie State University has requested approval to establish a new University College under the general direction of the provost and under direct leadership of an associate provost, a position equal to or higher than an academic dean. Through direction of statute and Board policy, this request is being channeled through the Board approval process and is hereby brought to the Academic Education Committee for consideration.

The university college concept is found within institutions in the United States and in many parts of the world. University colleges are often units within an institution. Specific roles for university colleges can vary, but providing support that enables student success is a common role. This is the approach Dixie State University seeks to address with its university college proposal.

Dixie State University’s mission calls for the institution to serve students who choose to pursue certificates and associate and bachelor’s degrees. This requires the university to distinguish among students who have chosen and are prepared to pursue a bachelor’s degree and students who are either undecided, plan to transfer, or are not yet prepared for the rigor of a four-year program. The institution has seen a noticeable number of students struggle who are not yet ready for college-level work. Through the University College, the institution intends to change this trajectory. The University College will:

- Provide focused advisement to students who have not declared a major
- Engage Career Services to help students review interests and choose a major
- Provide tutoring and supplemental instruction to students who are in need of preparatory skills within English and math
- Provide support to faculty, administrators, and staff to help students be successful

It is anticipated the University College will be instrumental in assisting the institution to increase retention of incoming freshmen. By having a clear knowledge of entering students’ abilities, faculty, advisors, and administrators can work more successfully to help students achieve educational and career goals.

This new unit comports well with the institution's mission for open enrollment and toward fulfillment of its community college role as described in [Board Policy R312-4.2](#). The new college will provide a focused and visible way for the institution to advance and strengthen lower-division courses and programs, to serve non-traditional students and students from diverse backgrounds, and to provide services and systems for students who need direct and focused support. The new college will enable these important aspects of the institution to remain viable as it continues to advance its overall mission of a regional university. The additional costs to run the new college are projected to be less than \$66,000 by the third year, with funds projected to come from appropriations and tuition.

The proposal was presented to the chief academic officers for peer review. Comments were received from Utah State University, Weber State University, Southern Utah University, and Salt Lake Community College. Comments expressed support for the University College with no concerns raised.

### **Commissioner's Recommendation**

The Commissioner, with the Academic Education Committee, recommends that the proposal for Dixie State University's University College advance to the full Board for approval.

### **Attachment**

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

**Institution Submitting Request:** Dixie State University  
**Proposed Program Title:** University College  
**Are There New Emphases:** Yes  No   
**Names of New Emphases (Separated by Commas):**  
**Sponsoring School, College, or Division:** New College  
**Sponsoring Academic Department(s) or Unit(s):**  
**Classification of Instructional Program Code<sup>1</sup> :**  
**Min/Max Credit Hours Required of Full Program:** /  
**Proposed Beginning Term<sup>2</sup>:** Fall 2021  
**Institutional Board of Trustees' Approval Date:**

**Program Type (check all that apply):**

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

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

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

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**Changes to Existing Programs or Administrative Units Required (check all that apply, if any):**

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input checked="" type="checkbox"/>	Other

**Describe Above Changes**

This proposal is seeking approval for a new college at DSU that will serve lower division students as part of our dual mission responsibilities.

**Chief Academic Officer (or Designee) Signature:**

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

Michael Lacourse \_\_\_\_\_ Date: January 21, 2021

I understand that checking this box constitutes my legal signature.

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

### Section I: The Request

Dixie State University requests approval to offer the following undefined and undefined degree(s): University College effective Fall 2021. This program was approved by the institutional Board of Trustees on .

### Section II: Program Proposal

#### Program Description

*Present a complete, formal program description.*

Dixie State University is a dual mission institution seeking to blend the openness and vocational programs of a community college within the ecosystem of a four-year institution. The proposed University College will orchestrate the interactions between the two and will oversee the lower division pathways and services for students as they negotiate their educational goals. The University College will be led by a dean and will house the AA/AS in General Studies, the General Education Program, the University Advisement Center, and the Trailblazer Connections and Career courses. University College will provide an opportunity for student success through curricular and co-curricular offerings, academic and student services, and advisement.

#### Consistency with Institutional Mission

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at [higheredutah.org/policies/policyr312](http://higheredutah.org/policies/policyr312)) or, for "out of mission" program requests, the rationale for the request.*

In Dixie State University's 2025 strategic plan, open and inclusive education are part of our mission. To better serve students and this mission, the University College will offer intrusive advisement, tutoring for those students who are in remedial English and Math and offer the START Scholars Academy.

With our open enrollment at DSU, our goal is to have a higher retention for those students who are admitted with an index score below a 50 and a high school GPA below a 3.0.

### Section III: Needs Assessment

#### Program Rationale

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

The university currently has a dual mission to serve those students who choose to pursue an AA/AS/AAS degree as well as a Baccalaureate degree. This will allow the university to distinguish among those students who have chosen and are prepared to pursue a baccalaureate degree and those who are either undecided, plan to transfer, or are not yet prepared for the rigor of a four year degree.

In past years, students who were below 50 index score, did not receive the focused attention to achieve their maximum potential. Students between a 45-50 index had a fall to fall retention rate of 40% and those who fell below the 45 index were at 36%. These low retention rates indicate the need for a more focused intervention to help these students achieve success. In addition, many of these freshmen and sophomores were declared majors and were not recognized as such, therefore, never made it to upper division courses. The University College intends to change this trajectory.

The benefits of the University College include;

- Provide those students who are undeclared but exploring possible majors with intrusive advisement & career coaching
- Engage Career Services to help students review their interests and choose a major
- Provide tutoring and supplemental instruction to those students who are in need of preparatory skills within English and Math



Overall, our goal as an institution is to raise our fall to fall retention for all incoming freshmen to 65%. Having a clear knowledge of entering students' abilities, faculty, advisors and administrators can work more successfully toward helping our students achieve their educational & career goals.

University College will provide faculty, administrators and staff this guidance and information to help students be successful.

### **Labor Market Demand**

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

n/a

### **Student Demand**

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

n/a

### **Similar Programs**

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

Utah Valley University currently has a University College. Taken from their webpage; University College serves a unique role and mission within Utah Valley University. Based on a national model, the name University College signifies opportunity for student success through curricular and co-curricular offerings, academic services, and innovative programs. University College welcomes students at present levels of academic achievement and challenges them with higher expectations. The programs and departments of Literacies and Composition, Student Leadership & Success Studies, Developmental Mathematics, English Language Learning, Academic Standards, Writing Center, Academic Tutoring, Math Lab, and the University College Advisement Center, promote interdisciplinary partnerships as students transition into university academics.

### **Collaboration with and Impact on Other USHE Institutions**

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higher.utah.org/policies/policyr315/](http://higher.utah.org/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

n/a

### **External Review and Accreditation**

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

n/a

## **Section IV: Program Details**

### **Graduation Standards and Number of Credits**

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

n/a

### **Admission Requirements**

*List admission requirements specific to the proposed program.*

n/a

### **Curriculum and Degree Map**

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

## **Section V: Institution, Faculty, and Staff Support**

### **Institutional Readiness**

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

The institution will not need any structural change.

### **Faculty**

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

Faculty will be affiliates and not assigned to University College. Faculty are aware of our students who are in need of preparatory coursework. However, support, training and sharing information will be pertinent.

### **Staff**

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

To have an intrusive advisement model and more support for our students, collapsing structured enrollment within the University Advisement Center will help with the advisor to student ratio. However, because of projected numbers, there may be a need for more academic advisors.

### **Student Advisement**

*Describe how students in the proposed program will be advised.*

DSU has a University Advisement Center dedicated to all General Studies students. This will continue to be the model moving forward. Each advisor in the University Advisement Center will be connected to a college. Those students who have shown interest will be seen by the appropriate affiliated advisor to that specific college to keep the student on track as well as share information on news within the college.

A policy will be added to have students declare their majors prior to completion of 60 credits earned.

### **Library and Information Resources**

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

n/a

### **Projected Enrollment and Finance**

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

## **Section VI: Program Evaluation**

### **Program Assessment**

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

The goals of University College is to retain more students year to year and to continue these students into our baccalaureate degree.

### **Student Standards of Performance**

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

University College will work with the Institutional Effectiveness Department to assess all students and their progress throughout each term.

**Appendix A: Program Curriculum**

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

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

	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
<b>General Education Credit Hour Sub-Total</b>				
Required Courses				
+	-			
+	-			
+	-			
+	-			
+	-			
+	-			
+	-			
+	-			
+	-			
<b>Required Course Credit Hour Sub-Total</b>				
Elective Courses				
+	-			
+	-			
+	-			
+	-			
+	-			
+	-			
+	-			
+	-			
+	-			
<b>Elective Credit Hour Sub-Total</b>				
<b>Core Curriculum Credit Hour Sub-Total</b>				0

**Program Curriculum Narrative**

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



**Degree Map**

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

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

**Appendix C: Current and New Faculty / Staff Information**

**Part I. Department Faculty / Staff**

*Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.*

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate			
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			
Staff: Part Time			

**Part II. Proposed Program Faculty Profiles**

*List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).*

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
<b>Full Time Faculty</b>							
<b>Part Time Faculty</b>							

**Part III: New Faculty / Staff Projections for Proposed Program**

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

## Appendix D: Projected Program Participation and Finance

### Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department						
# of Majors in Proposed Program(s)						
# of Graduates from Department						
# Graduates in New Program(s)						
<b>Department Financial Data</b>						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
<b>EXPENSES</b> – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$91,429		\$65,750	\$65,750		
Operating Expenses (equipment, travel, resources)	\$49,005					
Other:						
<b>TOTAL PROGRAM EXPENSES</b>		\$0	\$65,750	\$65,750		
<b>TOTAL EXPENSES</b>	\$140,434	\$140,434	\$206,184	\$206,184		
<b>FUNDING</b> – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation	\$77,239		\$36,163	\$36,163		
Grants and Contracts						
Special Fees						
Tuition	\$63,195		\$29,587	\$29,587		
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>		\$0	\$65,750	\$65,750		
<b>TOTAL DEPARTMENT FUNDING</b>	\$140,434	\$140,434	\$206,184	\$206,184		
<b>Difference</b>						
Funding - Expense	\$0	\$0	\$0	\$0		



**Part II: Expense explanation**

**Expense Narrative**

*Describe expenses associated with the proposed program.*

n/a

**Part III: Describe funding sources**

**Revenue Narrative 1**

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

n/a

**Revenue Narrative 2**

*Describe new funding sources and plans to acquire the funds.*

n/a



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB H

May 21, 2021

## Technical Education Credit Policy

During their meeting in November 2020, the Technical Education Board Committee discussed a strategic initiative to transition technical education institutions offering instruction in clock-hours to credit-hours.

The Committee created a task force to evaluate and verify that such a transition would accomplish three objectives:

- Provide for a common currency among the 16 USHE institutions.
- Remove attendance requirements currently imposed on clock-hour institutions by the U.S. Department of Education impacting the ability of these institutions to equitably deliver hybrid and distance education instruction to all students.
- Ensure such a transition will not compromise flexible enrollment and student progression practices currently provided through competency-based education.

Task force subcommittees met with and received guidance from the U.S. Department of Education and the Council on Occupational Education, the body that accredits the technical colleges. The subcommittee presented their findings to the task force, confirming the transition of clock-hour institutions to credit would address all three objectives. The task force recommended that USHE proceed with the initiative. The Technical Education Committee concurs.

### **Commissioner's Recommendation**

The Commissioner recommends the Board move forward with the development of policy to support the transition of USHE institutions from clock-hours to credit hours.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB I

May 21, 2021

## Action Item: Policy Revisions to State Scholarship Programs

In 2019, the former USHE Board of Regents recommended eliminating the New Century and Regents' Scholarship programs after applicants from the high school graduating class of 2021. In December 2020, the Board directed staff to pursue necessary statutory revisions to enable implementation of the recommended revisions to the Regents' and New Century Scholarship programs that will enable the Board to prioritize funds towards need-based aid.

The Board also approved development of a state achievement scholarship to replace the Regents' and New Century Scholarships using updated, more equitable criteria aligned to Board Strategic Priorities. The State Legislature adopted S.B. 136, *Higher Education Scholarships Amendments* in the 2021 Legislative Session. The legislation enables the Board to formally adopt its recommended changes, including establishment of the new Opportunity Scholarship. The Board adopted the following requirements, in anticipation of S.B. 136 for the Opportunity Scholarship:

- Graduate from a Utah high school
- 3.3 minimum cumulative high school GPA
- Complete one advanced mathematics course (CE, AP, or IB)
- Complete one advanced language arts course (CE, AP, or IB)
- Complete one advanced science credit (CE, AP, IB)
- Completion of the Free Application for Federal Student Aid (FAFSA)

The attached policy formalizes the Board's recommendations from December 2020, for implementation for the 2021-22 academic year. High school students graduating in 2022 (current high school juniors) may apply for the new Opportunity Scholarship using the established advanced course criteria or the qualifying criteria from the now-discontinued Regents' Scholarship.

Applicants will be encouraged to complete the advanced course criteria outlined in the Opportunity Scholarship, because of the compelling benefit to students in their postsecondary experience. However, this temporary allowance hopefully provides some relief to high school juniors claiming to be on track for the previous Regents' Scholarship.

**Commissioner's Recommendation**

Commissioner recommends the Academic Education and Student Affairs Committees advance the proposed Board Policy R608, Opportunity Scholarship to the Committee of the Whole for further consideration.

**Attachment**

## R608, Opportunity Scholarship<sup>1</sup>

**R608-1 Purpose:** The Opportunity Scholarship encourages students to complete advanced courses in core subject areas, in order to provide better access to higher education opportunities and to reward students for preparing academically for college.

### R608-2 References

**2.1** [Utah Code Section 53B-8-201](#) Opportunity Scholarship Program

### R608-3 Definitions

**3.1 “Advanced Course”** means a course offered via concurrent enrollment (CE), advanced placement (AP), or international baccalaureate (IB) and identified by the Utah Board of Education as earning core credit in the required subject area.

**3.2 “Board”** means the Utah Board of Higher Education.

**3.3 “Eligible Institutions”** means institutions of higher education listed in Utah Code Section 53B-2-101(1), or a private, nonprofit college or university in the state that is accredited by the Northwest Commission on Colleges and Universities.

**3.4 “Excusable Neglect”** means a failure to take proper steps at the proper time, not in consequence of willful disregard of the scholarship application process, but in consequence of some unexpected or unavoidable circumstances.

**3.5 “Good Cause”** means the applicant’s failure to meet a scholarship application process requirement was due to circumstances beyond the student’s control or circumstances that are compelling and reasonable.

**3.6 “High School”** means a public school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high school, it shall be accredited by a regional accrediting body approved by the Board.

---

<sup>1</sup> Adopted April 16, 2021 by USHE Students Affairs Committee; amended May 5, 2021

**3.7 “Scholarship Appeals Committee”** means a committee designated by Commissioner of Higher Education to review appeals of Opportunity Scholarship award decisions and take final agency action regarding awards.

**3.8 “Scholarship Award”** means a scholarship awarded to all applicants who meet the eligibility requirements of section R608.

**3.9 “Scholarship Staff”** means the employees assigned review Opportunity Scholarship applications and make decisions awarding the scholarships.

**3.10. “Substantial Compliance”** means the applicant, in good faith, demonstrated clear intent to comply with the scholarship application requirements and has demonstrated likely eligibility, but failed to precisely comply with the application specifics.

#### **R608-4 Award requirements**

**4.1** To qualify for the Opportunity Scholarship, the applicant shall satisfy the following criteria:

**4.1.1** Graduate from a Utah high school with a minimum, non-weighted GPA of 3.3.

**4.1.2** Complete one advanced Mathematics course.

**4.1.3** Complete one advanced Language Arts course.

**4.1.4** Complete one advanced Science course.

**4.1.5** Complete and submit the Free Application for Federal Student Aid (FAFSA).

**4.2** Students who will graduate from a Utah high school in 2022 may alternatively qualify for the Opportunity Scholarship if they satisfy the following criteria:

**4.2.1** Graduate from a Utah high school with a minimum, non-weighted GPA of 3.3.

**4.2.2** Complete four credits of English.

**4.2.3** Complete four credits of math, including one course of advanced math.

**4.2.3.1** For purposes of subsection 4.2, advanced math means any of the following courses: pre-calculus, calculus, statistics, AP calculus AB, AP calculus BC, AP statistics, college courses Math 1030 and higher, IB Math SL, HL, and Further Math.

**4.2.4** Complete three credits of lab-based biology, chemistry and physics.

**4.2.5** Complete two credits of world languages.

**4.2.6** Complete three credits of social science.

**4.2.7** Complete and submit the Free Application for Federal Student Aid (FAFSA).

**4.3** Students who will graduate from a Utah high school in 2022 must apply for the Opportunity Scholarship using the eligibility criteria in either subsection 4.1 or subsection 4.2 exclusively. They may not qualify for the Opportunity Scholarship by mixing courses from both sets of criteria.

**4.3.1** The courses listed in subsections 4.1 and 4.2 are not always analogous. Students who will graduate in 2022 should verify the courses they are completing meet the eligibility requirements under the subsection through which they elect to apply.

**4.4** A student may satisfy a course requirement through a competency-based assessment provided it is documented for credit on an official transcript.

**4.5 Mandatory Enrollment:** An award recipient shall enroll at an eligible institution full time—as defined by the institution—beginning with the fall semester after high school graduation. The institution at which the student attends shall verify the recipient has met the enrollment requirements before disbursing payment.

## **R608-5 Application Procedures**

**5.1 Application Deadline:** Applicants shall submit an official scholarship application no later than February 1 of the year that they graduate from high school. The Board may establish a priority deadline each year. Applicants who meet the priority deadline may be given first priority or consideration for the scholarship. Subject to funding, students may be considered based on the date of they completed and submitted their application. Additional criteria to prioritize awarding may be established by the Board.

**5.2 Required Documentation:** Applicants shall submit the following documents:

**5.2.1** The online Opportunity Scholarship application.

**5.2.2** Complete the online Free Application for Federal Student Aid

**5.2.3** If there is an error with the student's transcript, a student must work with their high school or district to rectify the information to complete an application.

## **R608-6 Award Amounts and Ongoing Eligibility**

**6.1 Award Determination:** The Board will determine eligibility criteria and maximum award amounts, based on legislative appropriations and the number of eligible applicants.

**6.2 Scholarship Award:** Students who meet the eligibility criteria may receive up to a four-semester scholarship award. Institutions shall determine individual recipient award amounts in accordance with Utah Code Section 53B-8-201(3).

**6.3 Ongoing Eligibility:** If a student receives an award disbursement, the recipient must enroll at an eligible institution full time and maintain satisfactory academic progress as defined by the institution to remain eligible for future disbursements. Institutions shall verify the recipient has met these requirements. Recipients who do not maintain eligibility forfeit any remaining award amount.

## **R608-7 Time Limitations and Deferrals**

**7.1 Time Limitation:** Scholarship funds are only available to a recipient for five years after their high school graduation date.

**7.2 Deferral or Leave of Absence:** Recipients who will not enroll as a student shall apply for a deferral or leave of absence with their institution.

**7.2.1** An approved deferral or leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic semesters that begin within five years after the recipient's high school graduation date.

**7.2.2** A recipient who elects to attend a USHE technical college may defer the Opportunity Scholarship during that period of enrollment subject to the time limitations of Section 7.2.2.

## **R608-8 Transfers**

**8.1** Recipients may transfer to another eligible institution and retain the scholarship award. Recipients shall inform the institution from which they transfer from and the institution to which they are transferring of their intent to transfer. Institutions shall coordinate the transfer of scholarship funds and information and report this information to the Office of the Commissioner.

## **R608-9 Appeals**



**9.1** An applicant has the right to appeal an adverse decision. When scholarship staff denies eligibility, they shall issue a written determination that includes instructions on how to file an appeal.

**9.1.1** Applicants must submit a written appeal within 30 days of the date on which the scholarship notification was issued.

**9.1.2** In the appeal, the applicant must provide contact information, high school attended, a statement of the reason for the appeal, and all information or evidence that supports the appeal.

**9.1.3** An appeal filed before the applicant receives official notification from the Scholarship Staff of its decision may not be considered.

**9.1.4** If an applicant failed to file his or her appeal on time, the Scholarship Appeals Committee shall notify the applicant of the late filing and give him or her an opportunity to provide a written explanation of the reasons for failing to file the appeal by the deadline. The Scholarship Appeals Committee shall not have jurisdiction to consider the merits of an appeal that is filed beyond the deadline unless it determines the applicant established excusable neglect.

**9.1.5** The Scholarship Appeals Committee shall review the appeal to determine if the award decision was made in error, or if the applicant demonstrated substantial compliance with the scholarship application requirements but failed to meet one or more requirements for good cause.

**9.1.6** If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that the initial decision was made in error, it shall either reverse the initial decision or remand it back to the Scholarship Staff for further review in accordance with the Appeals Committee's instructions.

**9.1.7** If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that he or she demonstrated substantial compliance with the application process requirements and good cause for failing to meet one or more of the requirements, the Appeals Committee may grant the applicant a reasonable period of time to complete the remaining requirements and to resubmit the completed application to the Scholarship Staff for a redetermination or grant the application eligibility for an award.

**9.1.8** The Scholarship Appeals Committee's decision shall be in writing and contain its findings of facts, reasoning and conclusions of law and notice of the right to judicial review.

**9.1.9** The Scholarship Appeals Committee’s decision represents the final agency action. An applicant who disagrees with the Scholarship Appeal Committee’s Decision may seek judicial review in accordance with Utah Code Ann. 63G-4-402.

## **R608-10 Reporting**

**10.1.** As directed by Commissioner’s staff, eligible institutions shall report to the Board the following:

**10.1.1** The names of students the institutions awarded Opportunity Scholarship funds.

**10.1.2** Enrollment information such as the current GPA, the number of credits completed, and deferment or leave of absence information.

**10.1.3** Other information deemed necessary to evaluate eligibility or the effectiveness of the program.

**10.2.** The Board may, at any time, request additional documentation or data related to the Opportunity Scholarship and may review or formally audit an eligible institution’s compliance with this policy.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB J

May 21, 2021

## Revision of Technical College Policy 202 (R432), *Custom Fit*

The Custom Fit program provides customized training to Utah employers through the eleven technical education institutions. As program oversight transitioned from UTech to the combined higher education system, the Office of the Commissioner conducted a statewide review of Custom Fit policies, practices, and results. Based on the findings of the review, it is recommended that Technical Colleges [Policy 202](#) be revised to clarify the Custom Fit mission, principles, and practices. The proposed revisions include:

- Clarifying and focusing the Custom Fit mission, priorities, rationale, and implementation as a state investment with industry in economic vitality and workforce development.
- Changing former UTech references to current USHE references, renumbering it as an integrated Board policy (R432), and removing the current exclusion of SLCC.
- Shifting the institutions' Custom Fit state funding from a Board allocation to a direct legislative line item to reflect the 2021 legislative reallocation from USHE to the institutions and integrating Custom Fit budget adjustment processes into the regular USHE budget request process.
- Simplifying the process for addressing excess carried-forward balances (currently third-quarter and year-end reviews, with consideration of Board reallocations) to an annual review and consideration in the regular legislative budget request.
- Clarifying that Custom Fit funds should be disbursed directly to providers, with flexibility for payment to a recipient company under a reimbursement agreement.
- Providing for regional determination of priorities in targeting companies for economic impact in Custom Fit utilization, with clarified factors to consider.
- Clarifying the role of training providers.
- Stipulating that costs paid by students for institution courses cannot be used for company contributions.
- Replacing a requirement for a statewide database with provision for institution databases and uploads determined by the Office of the Commissioner.
- Removing a requirement to collect the last four digits of a Custom Fit participant's social security number.
- Removing provisions that are covered by other policies and laws not specific to Custom Fit (misuse of funds, audit control, and records retention).

- Other changes to formatting, organization, and wording for clarity and consistency with other Board policies.

### **Commissioner's Recommendation**

The Commissioner recommends the Board adopt changes to Technical College Policy 202 and re-number it as Board Policy R432, effective immediately.

### **Attachment**

## R-432, Custom Fit<sup>1</sup>

**432-1 Purpose:** To establish policies, standards, and procedures for institutions to administer the Custom Fit program.

### 432-2 References

- 2.1 [Utah Code §53B-16-101 \(Establishment of institutional roles and general courses of study\)](#)
- 2.2 [Utah Code §53B-2a-105 \(Technical colleges\)](#)
- 2.3 [Utah Code §53B-2a-201](#) (Geographic service areas for degree-granting institutions that provide technical education)

### 432-3 Definitions

- 3.1 **“Custom Fit Administrator”** means a primary administrator designated by an institution to manage and represent its Custom Fit program.
- 3.2 **“Custom Fit Funds”** means funds provided to an institution for administration and delivery of Custom Fit Training, inclusive of state appropriations and company contributions.
- 3.3 **“Custom Fit Recipient”** means a company that receives Custom Fit Training.
- 3.4 **“Custom Fit Training”** means training provided to a company utilizing any amount of Custom Fit Funds.
- 3.5 **“Institution”** means a higher education institution with a technical education role specified in Utah Code 53B-16-101(1)(b)(iv).
- 3.6 **“Region”** means the geographic area specified for an institution in Utah Code 53B-2a-105 or 53B-2a-201.

---

<sup>1</sup> Adopted May 7, 2003 (UTech - unnumbered); amended September 1, 2004; June 15, 2005; June 7, 2006; June 6, 2007. Replaced with Policy 451 June 11, 2008; amended January 13, 2010; June 15, 2010; September 30, 2010 (renumbered Policy 202); April 18, 2012; June 5, 2013; June 8, 2016; September 13, 2017; March 15, 2018; January 16, 2020. USHE adaptation July 1, 2020; **[amended May 21, 2021 (renumbered R-432)]**

**432-4 Custom Fit Mission.** As a state investment with industry in Utah’s economic vitality and workforce development, Custom Fit provides and supports training designed to aid in retention and expansion of Utah companies, attract new businesses to the state, and meet employers’ specific educational needs. Custom Fit accomplishes this through jointly-funded partnerships between Utah companies and Utah System of Higher Education institutions.

#### **432-5 Custom Fit Funds**

**5.1 Fund Restrictions.** Custom Fit Funds are restricted to expenditure for the Custom Fit program and may not be moved or spent on any other program outside of the Custom Fit program.

**5.2 Funding Adjustments.** Adjustments to an institution’s Custom Fit line item appropriation shall be considered in the Board’s annual budget recommendation process, with attention to statewide economic priorities and institution needs.

#### **5.3 Use of Custom Fit Funds**

**5.3.1 Direct Training Costs.** An institution shall maximize its use of Custom Fit Funds for direct costs of training, in support of the Custom Fit mission.

**5.3.2 Direct Administrative Costs.** An institution may use Custom Fit Funds for administrative costs, including staff compensation and other costs directly related to the administration of the Custom Fit program.

**5.3.3 Indirect Costs and Overhead.** An institution may not charge costs to the Custom Fit program that are not directly related to the administration or mission thereof (e.g., lease expenses, custodial support, electrical/heating costs, etc.).

**5.3.4 Disbursement of Funds.** When feasible, Custom Fit Funds should be disbursed by an institution directly to a provider of training, materials, or other goods or services. When advantageous, an institution may authorize a Custom Fit Recipient to pay a provider under an agreement wherein the Recipient shall submit payment documentation, and the institution shall reimburse the Recipient for the net amount.

**5.3.5 Company Purchases.** Custom Fit Funds may not be used to purchase equipment or operational software for a Custom Fit Recipient.

**5.4 Company Contribution.** A Custom Fit Recipient shall pay at least 50% of the direct costs for Custom Fit Training. Exceptions may be considered on a case-by-case basis and must be approved in writing by the president of the institution or the president’s designee.

**5.5 Expected Costs.** Prior to providing Custom Fit Training to an eligible company, an institution shall document the full expected cost of each proposed training event and the associated company contribution.

**5.6 Procurement.** Processes for the purchase of goods and services using Custom Fit Funds shall provide an appropriate level of rigor and competition, and shall be in accordance with the institution's purchasing policies and state procurement code.

**5.7 Carried Forward Balances.** Unexpended Custom Fit Funds at the end of a fiscal year remain within the Custom Fit program and may not be moved or spent on any other program. An institution with a year-end Custom Fit Fund balance exceeding 10% of its annual Custom Fit Funds shall submit with its annual Custom Fit report specific plans to utilize the balance carried over. Upon review of the plans, the Commissioner may recommend a one-time or ongoing adjustment to the institution's Custom Fit appropriation for the Board to consider in its annual budget request to address excess funds that will not be effectively utilized.

#### **432-6 Custom Fit Training Utilization**

**6.1 Company Eligibility.** Custom Fit Funds shall be used to serve for-profit companies located in Utah. Not-for-profit companies/organizations may be considered on a case-by-case basis, must result in economic and/or workforce development, and must be approved in writing by the institution president.

**6.2 Company Prioritization.** An institution shall determine priorities within available funds to target company utilization of Custom Fit Training for maximum economic and workforce impact according to the needs and circumstances of its region and the state, with consideration to factors such as the following:

**6.2.1 Company Retention:** An institution is encouraged to provide training designed to aid in retention of existing companies in the region.

**6.2.2 New and Expanding Companies:** An institution is encouraged to seek companies each year that are new to its region or expanding to which Custom Fit training may be provided.

**6.2.3 Equitable Access:** An institution is encouraged to seek companies each year that are not utilizing Custom Fit Training insofar as it impacts the region's economic priorities, focusing on equitable access representing diverse businesses, workers, and types of training.

**6.2.4 Repeated Utilization:** When considering providing continued Custom Fit Training for a company from year to year, careful consideration should be given to balance equitable access with company retention.

**6.2.5 Industry Sector:** An institution may target industries that have particular importance to the economic vitality and workforce development of the region or the state.

**6.3 Methods for Implementing Priorities.** An institution may establish policies, procedures, guidelines, and practices to target company utilization of Custom Fit Training for region priorities, including but not limited to: scaled company contributions that favor the most important or economical businesses, subject matter, and/or formats; company or employee funding limits; promotional activities, outreach, and emphases; relationships with local organizations and networks; etc.

#### **432-7 Delivery of Custom Fit Training**

**7.1 Planning and Selection of Providers.** Custom Fit staff shall be actively involved with a Custom Fit Recipient to plan the training and select a training provider acceptable to both parties. Final selection of a provider shall be made by the Custom Fit Administrator with consideration to effective achievement of training objectives, cost, region priorities, conflicts of interest, equity, and company needs, and shall be vetted in accordance with institution policies for procurement, contracting, and human resources.

**7.2 Training Provider Role.** A trainer teaches a Custom Fit Recipient under the auspices of the institution, and may not independently represent, promote, or commit Custom Fit Training to a company.

**7.3 Internal Trainers.** Custom Fit Funds may not be used to supplant or replace existing wages of a Custom Fit Recipient's employee to provide training. If a recipient's employee is selected to provide training, an institution may contract separately with the employee to provide training outside the employee's regular workload.

**7.4 Institutional Courses.** If determined to most effectively meet a qualifying Custom Fit Recipient's specific educational needs within region priorities, a Custom Fit Administrator may select a short-term or program-based course regularly offered by the institution for Custom Fit Training as a means to efficiently leverage state-appropriated and institution resources, subject to the following:

**7.4.1** There shall be no exceptions to the 50% minimum company contribution for courses projected to result in completion of an institution's full program for which any Custom Fit Funds are utilized.



**7.4.2** Funds paid for the course by a student or any other source shall not be considered as part of the company contribution.

**7.4.3** Each institution shall include in its annual Custom Fit report the number of people who enroll in a regular institution course utilizing Custom Fit Funds and the number who graduate from a program.

### **432-8 Custom Fit Reporting**

**8.1 Documentation.** An institution shall maintain source documents for all financial transactions and event details for all training engagements, including class titles and descriptions, instructor names, participant names, attendance reports, and any other information directed by the Office of the Commissioner.

**8.2 Custom Fit Data.** An institution shall maintain a Custom Fit Training database and shall submit a quarterly upload of data securely to the Office of the Commissioner as specified by the Office of the Commissioner.

**8.3 Annual Report.** An institution shall submit a report to the Office of the Commissioner by September 1 of each year detailing Custom Fit revenues, expenses, carry-forward balances, companies served, training hours provided, institutional course enrollments and program completions, and other information as required by the Office of the Commissioner for the most recently-completed fiscal year. The Office of the Commissioner shall provide a summary report to the Technical Education Committee to review in its next regular meeting and to forward to the Board.



May 21, 2021

## Emerging Technology Advisory Board

The Emerging Technology Initiative responds to the need for deep technology talent across Utah by establishing the deep technology talent initiative to facilitate collaborations for new or expanded, multidisciplinary programs or stackable credential programs in both undergraduate and graduate studies that prepare work in jobs requiring deep technology skills. As part of the initiative, USHE is to establish a Deep Technology Talent Advisory Council to make recommendations to the Board as it administers the Deep Technology Initiative. All members shall be appointed for four-year terms except where otherwise noted in the membership outline. The advisory council shall consist of the following members:

Membership Category	Member Name	Term
Two members who have extensive experience in deep technology in the private sector appointed by the president of the Senate (one 2-year term, one 4-year term)		2-year
		4-year
Two members who have extensive experience in deep technology in the private sector appointed by the speaker of the House of Representatives (one 2-year term, one 4-year term)		2-year
		4-year
A representative of the Board appointed by the chair of the Board		4-year
A representative of the Governor’s Office of Economic Development appointed by the executive director of the Governor’s Office of Economic Development		4-year
One member of the Senate appointed by the president of the Senate		4-year
One member of the House of Representatives appointed by the speaker of the House of Representative		4-year
Other specialized industry experts who may be invited by a majority of the advisory council to participate as needed as nonvoting members.		4-year
		4-year
		4-year

		4-year
USHE Staff	Jessica Gilmore	NA

**Commissioner’s Recommendation**

The Commissioner recommends for Board members to submit potential advisory board member names to OCHE staff.



## General Consent Calendar (May)

### A. MINUTES

1. Minutes of the Board Meeting—March 25<sup>th</sup> and 26<sup>th</sup>, 2021, Dixie State University, St. George, Utah (Attachment)
2. Resolution of Support for DACA and Dreamers (Attachment)
3. Board of Higher Education Revised Bylaws

### B. FINANCE AND FACILITIES

1. Weber State University – Series 2021 Revenue Bonds (Attachment)
2. University of Utah – Series 2021C Revenue Bonds (Attachment)
3. Southern Utah University – Property Transactions (Attachment)
4. 2022-23 Capital Development Priority Guidelines (Attachment)
5. Revision to Policy R741, *Nondedicated Capital Project Prioritization Process* (Attachment)
6. Revision to Policy R567, *Internal Audit Program* (Attachment)
7. Adoption of Policy R517, *Course Fees and Program Fees* (Attachment)
8. Adoption of Policy R743, *Process of Use of Dedicated Capital Project Funds* (Attachment)

### C. ACADEMIC EDUCATION

1. Prior Learning Assessment Partnership Proposal (Attachment)

### D. PROGRAM NOTIFICATIONS

#### **ACTION:**

##### **5-year Report**

1. Dixie State University- Psychology
2. Weber State University – Department of Chemistry and Biochemistry
3. Weber State University – School of Computing- Computer Science
4. Weber State University – Master of Science in Athletic Training
5. Weber State University – Network Management Technology

##### **7-year Report**

1. University of Utah – School of Dance
2. University of Utah – Department of English
3. University of Utah – Division of Occupational and Environmental Health

#### **INFORMATION:**

##### **New Program**

1. Southern Utah University – Associate of Sciences in Elementary Education
2. Southern Utah University – Bachelor of General Studies (BGS)
3. Southern Utah University – Bachelor of Applied Sciences in IT & Cybersecurity
4. Southern Utah University – Bachelor of Fine Arts in Acting
5. Southern Utah University – Bachelor of Fine Arts in Musical Theatre
6. Southern Utah University – Bachelor of Fine Arts in Theatre Design and Production
7. Southern Utah University – Bachelor of Sciences in Cybersecurity
8. Weber State University – Bachelor of Sciences in Energy Engineering

9. Weber State University – Associate of Applied Science in Outdoor Leadership
10. Salt Lake Community College – Associate of Science in Hospitality Management

**NOTICE:**

**New Program**

1. Southern Utah University – Minor in Business Analytics
2. Weber State University – Certificate of Proficiency in User Experience Design
3. Weber State University – Minor in Queer Studies
4. Utah State University – Post-Baccalaureate Certificate in Advanced Research Methods and Analysis - Quantitative
5. Utah State University – Certificate of Completion in Unmanned Aerial Systems
6. Utah State University – Minor in Piano Pedagogy
7. Utah State University – Post-Baccalaureate Certificate in Practitioner of Food Safety
8. Snow College – Certificate of Proficiency in HVAC Core Level 1
9. Snow College – Certificate of Proficiency in HVAC Advanced Level 2
10. Snow College – Certificate of Proficiency in Advanced Industrial Mechanics
11. Snow College – Certificate of Proficiency in Entry Level Welding
12. Snow College – Certificate of Proficiency in Advanced Level Welding
13. Snow College – Certificate of Proficiency in Diesel, Maintenance and Light Repair
14. Snow College – Certificate of Proficiency in Diesel, Electrical/Electronics and Computerized Engine Controls
15. Snow College – Certificate of Proficiency in Diesel, Engine Repair, Hydraulics, and Chassis
16. Snow College – Certificate of Proficiency in Diesel, Drivetrains, Engine Performance and HVAC

**New Emphasis**

1. University of Utah – Bachelor of Science/Bachelor of Arts in Physics – Computational Physics and Astronomy Emphasis
2. Southern Utah University – Master of Business Administration - Health care Administration Emphasis
3. Weber State University – Bachelor of Sciences in Web and User Experience - User Experience Design Emphasis
4. Weber State University – Bachelor of Sciences in Web and User Experience – Full Stack Web Development Emphasis
5. Utah State University – Bachelor of Arts/Bachelor of Science in Economics – Business Economics Emphasis
6. Utah State University – Bachelor of Arts/Bachelor of Science in Economics – Econometrics and Data Analytics Emphasis
7. Utah State University – Bachelor of Arts/Bachelor of Science in Economics – Financial Economics Emphasis
8. Utah State University – Master of Business Administration - Leadership Emphasis

**Name Change**

1. Weber State University – Bachelor of Science in Athletic Therapy to Rehabilitation Sciences
2. Weber State University – Bachelor Science in Psychology to Psychological Science
3. Weber State University – Bachelor of Science in Teaching Psychology to Teaching Psychological Science
4. Utah State University – Doctor of Philosophy in Disability Disciplines - Rehabilitation Counseling Emphasis to Rehabilitation Counselor Education and Supervision Emphasis
5. Utah State University – Minor in Equine Assistant Activities and Therapies to Equine-Human Science

**Program Restructure**

1. Utah State University – Certificate of Completion in Automotive Technology
2. Utah State University – Certificate of Completion in Medical Assistant

**Program Discontinuance and Restructure**

1. Southern Utah University – Discontinue two emphases: 1) Cyber Operations, and 2) Information Assurance within the Master of Science in Cyber Security and Information Assurance and restructure program to be offered without emphases.

**Program Restructure and Name Change of Existing Program**

1. Snow College - FROM: Associate of Applied Science in Automotive Technology with the following certificates:

- Certificate of Proficiency in Engine Performance
- Certificate of Proficiency in Engines and Drivetrains
- Certificate of Proficiency in Chassis and Climate Control
- Certificate of Proficiency in Electrical Systems and Automatic Transmissions

TO: Associate of Applied Science in Automotive Technology with the following certificates:

- Certificate of Proficiency Maintenance and Light Repair
- Certificate of Proficiency Electrical/Electronics and Computerized Engine Controls
- Certificate of Proficiency Engine Performance, Engine Repair, and Automatic Transmissions
- Certificate of Proficiency Chassis, Drivetrains, and HVAC

2. Snow College - FROM: Associate of Applied Science in Diesel and Heavy Duty Mechanics Technology with the following certificates:

- Certificate of Proficiency in Diesel Drivetrains and Climate Control
- Certificate of Proficiency in Diesel Chassis and Electrical Systems
- Certificate of Proficiency in Diesel Engines and Hydraulics
- Certificate of Proficiency in Diesel Engine Performance

TO: Associate of Applied Science in Diesel and Heavy Duty Mechanics Technology with the following certificates:

- Certificate of Proficiency in Diesel, Maintenance and Light Repair
- Certificate of Proficiency in Diesel, Electrical/Electronics and Computerized Engine Controls
- Certificate of Proficiency in Diesel, Engine Repair, Hydraulics, and Chassis
- Certificate of Proficiency in Diesel, Drivetrains, Engine Performance and HVAC

3. Snow College - FROM: Associate of Applied Science programs in 1) Industrial Manufacturing Technology, 2) Industrial Mechanics Technology, 3) Machine Tool Technology, and 4) Welding Technology with the following certificates:

- Certificate of Proficiency in Composites
- Certificate of Proficiency in Advanced Composites
- Certificate of Proficiency in Industrial Manufacturing
- Certificate of Proficiency in Industrial Mechanics
- Certificate of Completion in Industrial Mechanics Technology
- Certificate of Completion in CNC Machining
- Certificate of Completion in Manual Machining
- Certificate of Completion in Industrial Manufacturing Technology

TO: Associate of Applied Science in Industrial Technology with the following certificates:

- Certificate of Proficiency in Composites
- Certificate of Proficiency in CNC
- Certificate of Proficiency in Industrial Mechanics
- Certificate of Proficiency in Advanced Industrial Mechanics
- Certificate of Proficiency in HVAC Core Level 1
- Certificate of Proficiency in HVAC Advanced Level 2
- Certificate of Proficiency in Manual Machining
- Certificate of Proficiency in Entry Level Welding
- Certificate of Proficiency in Advanced Level Welding

### **Administrative Unit Name Change**

1. Weber State University – Department of Physics to Department of Physics and Astronomy

### **New Administrative Unit**

1. Weber State University – Department of Physician Assistant Medicine

### **New Center**

1. University of Utah – Behavioral Health Innovation and Dissemination
2. Weber State University - Interdisciplinary Center for Applied Research

### **Discontinuance**

1. Weber State University – Minor in Health Administrative Services – Health Promotion Emphasis
2. Weber State University – Minor in Health Administrative Services – Long-Term Care Administration Emphasis
3. Weber State University – Minor in Health Administrative Services – Health Information Management Emphasis
4. Utah State University – Bachelor of Arts in Geology and Bachelor of Science in Geology - Geoarchaeology Emphasis
5. Snow College – Associate of Applied Science in Industrial Manufacturing Technology
6. Snow College – Associate of Applied Science in Industrial Mechanics Technology
7. Snow College – Associate of Applied Science in Machine Tool Technology
8. Snow College – Associate of Applied Science in Welding Technology
9. Snow College – Certificate of Completion in Industrial Mechanics Technology
10. Snow College – Certificate of Completion in CNC Machining
11. Snow College – Certificate of Completion in Manual Machining
12. Snow College – Certificate of Completion in Industrial Manufacturing Technology
13. Snow College – Certificate of Proficiency in Advanced Composites
14. Snow College – Certificate of Proficiency in Industrial Manufacturing
15. Snow College – Certificate of Proficiency in Engine Performance
16. Snow College – Certificate of Proficiency in Engines and Drivetrains
17. Snow College – Certificate of Proficiency in Chassis and Climate Control
18. Snow College – Certificate of Proficiency in Electrical Systems and Automatic Transmissions
19. Snow College – Certificate of Proficiency in Diesel Drivetrains and Climate Control
20. Snow College – Certificate of Proficiency in Diesel Chassis and Electrical Systems
21. Snow College – Certificate of Proficiency in Diesel Engines and Hydraulics
22. Snow College – Certificate of Proficiency in Diesel Engine Performance

### **Suspension**

1. Utah State University – Bachelor of Fine Arts in Theatre Arts Educational Applied Option

### **Credit by Examination**

HB 045 (2019 legislative session) required the Utah Board of Higher Education to determine minimum scores and maximum credit that will be awarded for students who take Advanced Placement (AP), Credit for College-Level Examination Program (CLEP), and DSST (formerly known as the DANTES Subject Standardized Tests) exams. While not required in statute, Commissioner's office staff recommended the International Baccalaureate (IB) exams also be included. Under direction from Commissioner's office staff, the task to review subject exams provided by these four testing bodies and to recommend cut scores and credit was given to the faculty major committees. These committees met during the FY2020 academic year, completing a significant portion of the work. The effort continued and concluded during the FY2021

academic year. Recommendations made by the faculty major committees during the FY2020 year were presented to the Board and approved at the October 30, 2020 Board meeting. The remaining recommendations completed during the FY2021 year are provided as attachments to this memo. Acceptance of the General Consent Calendar to which this memo is attached constitutes Board approval of major committee recommendations specified herein.

## Credit by Examination Recommendations

Advanced Placement	
Exam	FY 20-21 Major Committee Recommendations
Art	
2-D Art and Design	Score 3-5, ART 1120 (3 credits); Exception: UU = ART 1XXX (3 credits)
3-D Art and Design	Score 3-5, ART 1130 (3 credits); Exception: UU = ART 1XXX (3 credits)
Art History	Score 3-5, ARTH 2710 (3 credits) and ARTH 2720 (3 credits); Exceptions: UU = ARTH 2500 (3 credits) and ARTH 2XXX (3 credits); WSU = ARTH 1090 (3 credits) and ARTH 1100 (3 credits)
Drawing	Score 3-5, ART 1010 (3 credits)
Interdisciplinary	
Research	No standard lower-division equivalencies identified
Seminar	No standard lower-division equivalencies identified
World Languages and Cultures	
Latin	<p>Score 3 = UU, UVU LATN 1010 (4 credits) + LATN 1020 (4 credits); USU LATN 1010 (5 credits) + LATN 1XXX (1 credit); no equivalencies at other institutions</p> <p>Score 4 = UU, UVU LATN 1010 (4 credits) + LATN 1020 (4 credits) + LATN 2010 (4 credits); no equivalencies at other institutions</p> <p>Score 5 = UU, UVU LATN 1010 (4 credits) + LATN 1020 (4 credits) + LATN 2010 (4 credits) + LATN 2020 (4 credits); USU LATN 1010 (5 credits) + LATN 1020 (5 credits); no equivalencies at other institutions</p>
Spanish Literature and Culture	<p>Upon advisement from an academic advisor:</p> <p>Score of 3 = two Spanish courses at the 1000 level</p> <p>Score of 4 or 5 = two Spanish courses at the 1000 level and two Spanish courses at the 2000 level</p> <p>(Note: Not all institutions offer Spanish literature courses. Courses for which credit are awarded will vary by institution and may constitute elective credit in Spanish)</p>



<b>CLEP</b>	
<b>Exam</b>	<b>FY 20-21 Major Committee Recommendations</b>
<b>Science and Mathematics</b>	
Calculus	Score 64+ = MATH 1210 (4 credits)
College Algebra	Score 63+ = MATH 1050 (4 credits)
College Mathematics	Score 55+ = MATH 1030 (3 credits)
Precalculus	Score 61+ = MATH 1060 with QL designation (3 credits)
<b>Composition and Literature</b>	
Humanities	No standard lower-division equivalencies identified
<b>History and Social Sciences</b>	
Introduction to Educational Psychology	No standard lower-division equivalencies identified
Introductory Sociology	Score 50+ = SOC 1010 (3 credits)
<b>Science and Mathematics</b>	
Natural Sciences	No standard lower-division equivalencies identified
<b>World Languages</b>	
French Language: Levels 1 and 2	Upon advisement from an academic advisor:  Score of 50 – 58 = 1XXX in French (4 credits)  Score of 59+ = 1XXX in French (4 credits) and 2XXX in French (4 credits)
German Language: Levels 1 and 2	Upon advisement from an academic advisor:  Score of 50 – 58 = 1XXX in German (4 credits)  Score of 59+ = 1XXX in German (4 credits) and 2XXX in German (4 credits)
Spanish Language: Levels 1 and 2	Upon advisement from an academic advisor:  Score of 50 – 58 = 1XXX in Spanish (4 credits)  Score of 59+ = 1XXX in Spanish (4 credits) and 2XXX in Spanish (4 credits)
Spanish with Writing: Levels 1 and 2	Upon advisement from an academic advisor:  Score of 50 – 58 = 1XXX in Spanish (4 credits)  Score of 59+ = 1XXX in Spanish (4 credits) and 2XXX in Spanish (4 credits)

<b>DSST</b>	
<b>Exam</b>	<b>FY 20-21 Major Committee Recommendations</b>
<b>Math</b>	
Fundamentals of College Algebra	Score 420+ = MATH 1010 (4 credits)
Math for Liberal Arts	Score 420+ = MATH 1030 with QL designation (3 credits)
Principles of Statistics	Score 420+ = Introductory statistics course with QL designation (3 credits)
<b>Humanities</b>	
Principles of Advanced English Composition	No English or Writing equivalencies identified due to lack of writing component on exam
Introduction to World Religions	No standard lower-division equivalencies identified
<b>Physical Sciences</b>	
Health and Human Development	Score 400+ (3 credits), USU and Snow PE 1XXX; WSU HLTH 1030; UU HEDU 1010; SLCC HLTH 1500; UVU HLTH 1100; SUU PE 1098; DSU HLTH 2010
Environmental Science	No standard lower-division equivalencies identified
<b>Social Sciences</b>	
Art of the Western World	Score 400+, ART 1010 (3 credits)
Substance Abuse	Score 400+ (3 credits), USU and Snow PE 1XXX; WSU HLTH 2XXX; UU HEDU 1030; SLCC HLTH 1050; UVU HLTH 2600; SUU PE 2XXX; DSU 1XXX
<b>Technology</b>	
Technical Writing	No English or Writing equivalencies identified due to lack of writing component on exam

International Baccalaureate	
Exam	FY 20-21 Major Committee Recommendations
<b>Arts</b>	
Visual Arts—Standard Level	Score 5-7, ART 1010 (3 credits)
Visual Arts—Higher Level	Score 5-7, ART1010 (3 credits) and ART 1XXX studio art course (3 credits)
<b>Individuals and Society</b>	
Global Politics—Standard Level	Political Science faculty did not identify a course that appropriately aligns with the standard level IB course in Global Politics
Global Politics—Higher Level	Score 5 - 7 = POLS 2100 (3 credits)
History—Standard Level	History committee recommends no history credit
History- Higher Level	Score 5 – 7 = HIST 1700 (3 credits)
Philosophy—Standard Level	Philosophy committee recommends no philosophy credit.
Philosophy—Higher Level	Philosophy committee recommends no philosophy credit.
<b>Language Acquisition</b>	
Classical Languages—Standard Level	Score 5 – 7 = Upon advisement from an academic advisor two language courses 1XXX up to 8 credits (Exception: USU- no credit)
Classical Languages—Higher Level	Score 5 – 7 = Upon advisement from an academic advisor two language courses 1XXX up to 8 credits AND one language course 2XXX up to 4 credits (Exception: USU- limit of 8 credits in Latin or Greek)
Language ab initio—Standard Level	Score 5 – 7 = Upon advisement from an academic advisor two language courses 1XXX up to 8 credits
Language B—Standard Level	Score 5 – 7 = Upon advisement from an academic advisor two language courses 1XXX up to 8 credits
Language B—Higher Level	Score 5 – 7 = Upon advisement from an academic advisor two language courses 1XXX up to 8 credits AND one language course 2XXX up to 4 credits
<b>Language and Literature</b>	
Language A: Language and Literature—Standard Level	Score 5-7, ENGL 2200 (3 credits), with SLCC awarding 3 credits for ENGL 2XXX (3 credits); Exception: No ENGL or WRTG credit at UU
Language A: Language and Literature—Higher Level	Score 5-7, ENGL 1010 (3 credits) and ENGL 2200 (3 credits), with SLCC awarding 3 credits for ENGL 2XXX (3 credits); Exception: UU: Score 5-7 = ENGL 2XXX (3 credits), no WRTG credit at UU
Language A: Literature—Standard Level	Score 5-7, ENGL 2XXX (3 credits)
Language A: Literature—Higher Level	Score 5-7, ENGL 2200 (3 credits) and ENGL 2XXX (3 credits) with UU and SLCC awarding 6 credits for two ENGL 2XXX courses (3 credits each)
Literature and Performance—Standard Level	There is no proper alignment for this course/exam and therefore no ENGL credit is recommended
<b>Sciences</b>	
Design Technology—Standard Level	No standard lower-division equivalencies identified
Design Technology—Higher Level	No standard lower-division equivalencies identified
Environmental Systems and Technology—Standard Level	No standard lower-division equivalencies identified
Sports, Exercise and Health Science—Standard Level	Score 5+ (3 credits), USU and Snow PE 1XXX; WSU PEP 1XXX or ESS 1XXX; UU KINES 2500; SLCC EXSC 2500; UVU EXSC 2XXX; SUU PE 2000; DSU PEHR 2020
Sports, Exercise and Health Science—Higher Level	Score 5+ (6 credits), USU and Snow PE 1XXX; WSU PEP 1XXX or ESS 1XXX and PEP 2XXX or ESS 2XXX; UU KINES 2500 and KINES 2XXX; SLCC EXSC 2500 and EXSC 2XXX;

## E. GRANT PROPOSALS

1. University of Utah – DHHS National Institutes of Health; “IN VITRO Blood-Brain Barrier”; \$3,063,528. Principal Investigator, Kenneth L Monson.
2. University of Utah – National Science Foundation; “EFRI E3P Pre-Proposal”; \$1,999,450. Principal Investigator, Michael Nigra.
3. University of Utah – DHHS National Institutes of Health; “NIH STENT”; \$1,869,743. Principal Investigator, Hanseup Kim.
4. University of Utah – NIH National Institute Biomedical Imaging & Bioeng; “Hydrogel for Surgical App”; \$1,839,694. Principal Investigator, Huanan Zhang.
5. University of Utah – National Science Foundation; “ECO CBET 2021 Pre-Proposal”; \$1,699,102. Principal Investigator, Michael Nigra.
6. University of Utah – National Science Foundation; “FPBENCH”; \$1,300,000. Principal Investigator, Pavel Panchekha.
7. University of Utah – National Science Foundation; “Smart Health Fall Risk”; \$1,200,000. Principal Investigator, Shadrach J Roundy.
8. University of Utah – National Science Foundation; “Detection of IPF”; \$1,195,271. Principal Investigator, Ling Zang.
9. University of Utah – ONO Foundation; “Intracell Chemical Biology”; \$1,035,000. Principal Investigator, Thomas A Zangle.
10. University of Utah – DHHS National Institutes of Health; “RO1-Tissue Plasticity”; \$2,512,285. Principal Investigator, Sihem Boudina.
11. University of Utah – DHHS National Institutes of Health; “RO1-Energy Flux Oxphos”; \$1,906,250. Principal Investigator, Katsuhiko Funai.
12. University of Utah – National Science Foundation; “Designing Cobalt Alloys”; \$1,799,017. Principal Investigator, Ravi Chandran.
13. University of Utah – National Science Foundation; “Wallace Covid RO1 Sept 2020”; \$2,717,021. Principal Investigator, Andrea Schneider Wallace.
14. University of Utah – DHHS National Institutes of Health; “Sensory Neurons”; \$3,050,000. Principal Investigator, Eric W Schmidt.
15. University of Utah – NIH National Institute Environl Hlth Sci; “Biological Fate-Silica”; \$2,879,359. Principal Investigator, Hamidrezas Ghandehari.
16. University of Utah – NIH National Institute Environl Hlth Sci; “GXE in Chronic Ozone Exposure”; \$1,911,250. Principal Investigator, Alessandro Venosa.
17. University of Utah – NIH National Center for Complt & Integtv Hlth; “RO1- Music Enhanced”; \$1,906,250. Principal Investigator, Cameron Spencer Metcalf.

18. University of Utah – National Science Foundation; “NSF 21-536: Bush, Sarah”; \$2,999,328. Principal Investigator, Sarah Elizabeth Bush.
19. University of Utah – DHHS National Institutes of Health; “Impact of Pregnancy”; \$1,958,426. Principal Investigator, Bethany G Everett.
20. University of Utah – NIH National Cancer Institute; “Stem Cells, Metabolism”; \$13,873,750. Principal Investigator, Bruce A Edgar.
21. University of Utah – NIH National Cancer Institute; “WU\_Personalizing Skin Cancer”; \$3,947,266. Principal Investigator, Yelena Ping Wu.
22. University of Utah – NIH National Cancer Institute; “Dosdall RO1 Feb 2021 Atrial F”; \$3,707,560. Principal Investigator, Derek James Dosdall.
23. University of Utah – DHHS National Institutes of Health; “RO1-Human Platelet Par4”; \$2,817,980. Principal Investigator, Paul Francis Bray.
24. University of Utah – DHHS National Institutes of Health; “Edgar\_Ro1\_Resub\_07.06.2020”; \$2,691,920. Principal Investigator, Bruce A Edgar.
25. University of Utah – DHHS National Institutes of Health; “RO1-Procoagulant Stroke”; \$2,512,629. Principal Investigator, Robert A Campbell.
26. University of Utah – Foundation Leducq; “Pediatric Myocardial Recovery”; \$2,337,791. Principal Investigator, Stavros George Drakos.
27. University of Utah – DHHS National Institutes of Health; “RO1 Sarah Franklin 2.5.21”; \$1,553,804. Principal Investigator, Sarah Franklin.
28. University of Utah – DHHS National Institutes of Health; “RO1 ESI-Type I Damage”; \$1,525,000. Principal Investigator, Candace M Reno.
29. University of Utah – NIH National Cancer Institute; “AYER \_NCT\_T32\_01.25.21”; \$1,430,836. Principal Investigator, Donald E Ayer.
30. University of Utah – DHHS National Institutes of Health; “Kinsey\_RO1\_01.26.2021”; \$3,542,961. Principal Investigator, Conan Grant Kinsey.
31. University of Utah – NIH National Cancer Institute; “06.05.19\_Cheshier\_NIH\_RO1”; \$1,906,250. Principal Investigator, Samuel Henry Cheshier.
32. University of Utah – US Department of Defense; “DOD\_01.07.21\_Physician”; \$1,104,935. Principal Investigator, Umang Swami.
33. University of Utah – Yale University School of Medicine; “PEACE”; \$26,066,410. Principal Investigator, David Turok.
34. University of Utah – DHHS National Institutes of Health; “Cook U24 Jan 2021”; \$3,805,294. Principal Investigator, Lawrence J Cook.
35. University of Utah – US Department of Defense; “Covid-19 DOD Clinical Trial”; \$3,354,174. Principal Investigator, Jayant Agarwal.
36. University of Utah – NIH National Institute on Drug Abuse; “Biomarkers”; \$3,014,353. Principal Investigator, Fares Qeadan.
37. University of Utah – DHHS National Institutes of Health; “Covid-19 Brooke RO1”; \$3,013,216. Principal Investigator, Benjamin S Brooke.

38. University of Utah – DHHS National Institutes of Health; “Yeatman RO1 Trial June2020”; \$2,996,831. Principal Investigator, Timothy J Yeatman.
39. University of Utah – NIH National Heart Lung & Blood Institute; “Vascular Pathophysiology”; \$2,902,868. Principal Investigator, David Wray.
40. University of Utah – DHHS National Institutes of Health; “Aston RO1 Feb2021”; \$2,894,226. Principal Investigator, Kenneth Ivan Aston.
41. University of Utah – NIH National Institute Child Health & Human Development; “Park PK RO1 Resub Nov2019”; \$2,631,456. Principal Investigator, Albert H Park.
42. University of Utah – University of Pittsburgh; “Park UO1 Sub UPITT Feb2021”; \$2,582,870. Principal Investigator, Albert H Park.
43. University of Utah – DHHS National Institutes of Health; “Mansour RO1 02 2020”; \$2,473,765. Principal Investigator, Suzanne L Mansour.
44. University of Utah – DHHS National Institutes of Health; “NIH, RO1: Impulsive Choices”; \$2,457,753. Principal Investigator, Elliot H Smith.
45. University of Utah – University of Calgary; “Casper-Pavia UC Sub Dec 2020”; \$2,446,001. Principal Investigator, Theron Charles Casper.
46. University of Utah – CDC National Institute Occupational Safety & Health; “Legal Brief”; \$2,349,676. Principal Investigator, Matthew S Thiese.
47. University of Utah – DHHS National Institutes of Health; “R35 Par-19-367 Cazalla”; \$2,287,500. Principal Investigator, Demian Cazalla.
48. University of Utah – US Department of Defense; “Reboa DOD CRRP Nov2019”; \$2,165,671. Principal Investigator, Michael Austin Johnson.
49. University of Utah – DHHS National Institutes of Health; “MRU for AFIB & CAD”; \$2,099,132. Principal Investigator, Ganeshsharma Adluru Venkata Raja.
50. University of Utah – DHHS Agency for Healthcare Research & Quality; “Financial Impact of Covid-19”; \$2,000,000. Principal Investigator, Brooke Ian Martin.
51. University of Utah – US Department of Defense; “DOD Translational”; \$1,906,250. Principal Investigator, Candace Lorraine Floyd.
52. University of Utah - DHHS National Institutes of Health; “RO1 FXNL ARCH Dopamine Signal”; \$1,906,250 Principal Investigator, Adam Douglass.
53. University of Utah – New York Stem Cell Foundation; “NYSCF 2021”; \$1,500,000. Principal Investigator, Nichole Link.
54. University of Utah – University of Washington; “AIMSOFT”; \$1,203,070. Principal Investigator, Zachary McCormick.
55. University of Utah – DHHS National Institutes of Health; “Jayaraman R12/R33 Sept2020”; \$1,119,336. Principal Investigator, Sudha P Jayaraman.
56. University of Utah – US Department of Veterans Affairs; “VA RR&D June2018”; \$1,057,681. Principal Investigator, Jayant Agarwal.
57. University of Utah – National Science Foundation; “NSF Expeditions”; \$3,200,000. Principal Investigator, Ross T Whitaker.

58. University of Utah – DHHS National Institutes of Health; “Berghia Brain Project”; \$2,776,611. Principal Investigator, Valerio Pascucci.
59. University of Utah – DHHS National Institutes of Health; “Force Dependent Regulation”; \$1,906,250. Principal Investigator, Tamara Carla Bidone.
60. Utah State University – SERDP; “Identifying the emergent properties and consequences of multiple stressors across the annual cycle on the population dynamics of declining migratory birds”; \$3,168,357. Principal Investigator, Clary Sawyer Rushing.
61. Utah State University – Atmospheric & Space Technology Research Associates; “ASTRA – Low Earth Orbit Space Domain Awareness Prototype”; \$1,404,898. Principal Investigator, Randall S Christensen.
62. Utah State University – US National Aeronautics & Space Administration; “Active Cooling for Methane Earth Sensors”; \$5,423,737. Principal Investigator, Charles M Swenson.
63. Utah State University – University of Minnesota; “Safeguarding National Bio-Security and Bio-diversity to Ensure Sustainability of Integrated Crop-Livestock Systems”; \$1,899,213. Principal Investigator, Jennifer Rose Reeve.
64. Utah State University – Pacificcorp; “UDERM iCommunity: Utility Managed Distributed Energy Resources Intelligent Community”; \$1,600,000. Principal Investigator, Regan Zane.
65. Utah State University – National Institutes of Health; “Renovation for Improved Animal Biosafety Level-3 Research Facility”; \$6,256,907. Principal Investigator, Aaron L Olsen.
66. Utah State University – Merced; “agriculture and ecosystems”; \$1,811,028. Principal Investigator, Sarah Elizabeth Null.
67. Utah State University – US Department of Health & Human Services; “Flourishing and Strong Teens – OPA Year 2”; \$1,157,257. Principal Investigator, Kay P Bradford.
68. Utah State University – Air Force Space and Missiles Command; “Star Lord”; \$85,937,834. Principal Investigator, Drew Somerville.
69. Utah State University – Raytheon Company; “Blurr Firm-Fixed-Price”; \$2,300,000. Principal Investigator, Matt Cupal.
70. Utah State University – Air Force; “Steelhead Estimate To Complete Through Delivery”; \$6,398,820. Principal Investigator, Don Thompson.
71. Utah State University – NASA Goddard Space Flight Center; “Delta Mod 6 for Ocean Color Instrument Short Wave Infra-Red Detection Assembly”; \$1,801,399. Principal Investigator, Gabe Loftus.
72. Utah State University – NASA Goddard Space Flight Center; “Delta Mod 6 for OceanColor Instrument Short Wave Infra-Red Detection Assembly”; \$1,812,726. Principal Investigator, Gabe Loftus.
73. Utah State University – NASA Goddard Space Flight Center; “Dorado”; \$8,879,632. Principal Investigator, Asal Naseri.
74. Utah State University – NASA Jet Propulsion Laboratory; “DeepIce”; \$33,285,687. Principal Investigator, Asal Naseri.

75. Utah State University – Missile Defense Agency; “NTI/CNCE Follow-On”; \$1,892,090. Principal Investigator, Chris Cannon.
76. Utah State University – Missile Defense Agency; “SDA O&M Follow on”; \$1,520,724. Principal Investigator, Jason Smesny.
77. Utah State University – Hill Air Force Base; “Aerospace Dominance Systems”; \$50,000,000. Principal Investigators: Shawn Nielson, David Brenchley.
78. Utah State University – Air Force Research Laboratory; “Indefinite Delivery Indefinite Quantity: Basic Contract for Space and Nuclear Advanced Prototypes, Experiments & Technology Development”; \$1,029,000,000. Principal Investigator, Mike Wojcik.
79. Utah State University – Air Force Research Laboratory; “SNAPET To1”; \$230,996,510. Principal Investigator, Craig Jones.
80. Uintah Basin Technical College – Economic Development Administration; “Driving the Uintah Basin Project”; \$1,167,630. Principal Investigator, Mark Dockins.

## F. AWARDS

1. University of Utah – Janssen Research & Development LLC; “Janssen Cartitude-4”; \$1,499,444. Principal Investigator, Douglas Weston Sborov.
2. University of Utah – US Department of Energy; “Enhanced Geothermal – Forge”; \$13,000,000. Principal Investigator, Joseph N Moore.
3. University of Utah – US Department of Energy; “Enhanced Geothermal – Forge”; \$11,000,000. Principal Investigator, Joseph N Moore.
4. Utah State University – NASA Goddard Space Flight; “Atmospheric Waves Experiment”; \$3,529,631. Principal Investigator, Burt Lamborn.
5. Utah State University – Lockheed Martin Space Systems; “Diamondback”; \$4,500,000. Principal Investigator, Amy Secrist.
6. Utah State University – Missile Defense Agency; “Missile Defense Agency Ground-Base Midcourse Technical Direction Agent Team Support”; \$2,386,908. Principal Investigator, Jason Cluche.
7. Utah State University – Marine Corps; “Marines Corps IDIQ – Ordering Period 2”; \$4,280,908. Principal Investigator, John Kratz.
8. Utah State University – Misc Federal Sponsors; “Highball under Aglaea”; \$3,000,000. Principal Investigator, Jeff Donofrio.





**Utah System of Higher Education  
Dixie State University, St. George, Utah  
Virtual Meeting, Zoom  
Thursday, March 25, 2021**

**COMMITTEE OF THE WHOLE  
MINUTES**

**Board Members Present**

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

**Board Members Absent**

Glen Rivera  
Stacey K. Bettridge  
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  
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

## Committee of the Whole

Chair Simmons called the meeting to order at 8:00 a.m.

### *USHE Institution and Fees Requests, Public Comments, Board Action*

Rich Amon provided an overview of the tuition and fee setting process and the changes that were made since last year.

**Utah Valley University** – Vice-Chair Barnes motioned to approve the proposed tuition and fee adjustments, including moving general student fees to tuition as recommended by the Utah Valley University Board of Trustees. The motion was seconded by Board member Arthur Newell and the motion passed.

Board member Arthur Newell moved to approve the differential tuition schedules for:

Masters Physician Assistant  
M. Ed. School Counseling  
M.S. Engineering and Tech. Management  
M.S. Clinical Mental Health Counselor

Vice-Chair Barnes seconded the motion and the motion passed.

**Weber State University** – Board member Clyde moved to approve the proposed tuition and fee adjustments including moving general student fees to tuition as recommended by the Weber State University Board of Trustees including an exception to resident/non-resident cost ratio in policy R510.

Board member Clyde moved to approve the differential tuition schedule for the Master in Social Work program. Board member Jones seconded the motion and the motion passed.

### **Dixie State University** –

Public Question from Narris Cox - concerned about online courses being charged more for tuition and fees than on campus students. President Williams noted the online program started 5 years ago and is self-supporting. This is a modest fee similar to other institutions and is the cost to deliver the courses online. DSU is offering courses to students at cost. The activity fee is charged to all students; many online students are hybrid and are taking both in person and online classes, and these students are charged the same fees on campus students.

Vice-Chair Osmond moved to approve the proposed tuition and fees adjustments, including moving general student fees to tuition as recommended by the Dixie State University Board of Trustees. The motion was seconded by Board member Maggelet and the motion passed.

**Southern Utah University** – Vice-Chair Barnes moved to approve the proposed tuition and fee adjustments as recommended by the Southern Utah University Board of Trustees. The motion was seconded by Board member Shawn Newell and the motion passed.

Vice-Chair Barnes moved to approve the differential tuition schedules for:

B.A./B.S. General Studies  
Psy. D. Clinical Psychology

The motion was seconded by Board member Shawn Newell and the motion passed.

**Utah State University** - Board member Clyde moved to approve the proposed tuition and fee adjustments for the USU Logan and statewide campuses including moving general student fees to tuition as recommended by the Utah State University Board of Trustees. The motion was seconded by Board member Maggelet and the motion passed.

Board member Clyde moved to approve the proposed tuition and fee adjustments for the USU Blanding, Moab, and Eastern Campuses including moving general student fees to tuition as recommended by the Utah State University Board of Trustees. The motion was seconded by Board member Jones and the motion passed.

**University of Utah** - Board member Angus moved to approve the proposed tuition and fee adjustments as recommended by the University of Utah Board of Trustees. The motion was seconded by Board member Anerson and the motion passed.

Board member Angus moved to approve the differential tuition schedules for:  
M. Ed. Health Professions  
M.S. Occupational Therapy  
M.S. Recreational Therapy  
M.S. Science and Technology  
The motion was seconded by Board member Anderson and the motion passed.

**Snow College** - Board member Arthur Newell moved to approve the proposed tuition and fee adjustments as recommended by the Snow College Board of Trustees. The motion was seconded by Board member Hall and the motion passed.

Board member Arthur Newell moved to approve the proposed tuition rate for Snow College technical education. The motion was seconded by Board member Hall and the motion passed.

**Salt Lake Community College** - Board member Shawn Newell moved to approve the proposed tuition and fee adjustments as recommended by the Salt Lake Community College Board of Trustees. The motion was seconded by Board member Angus and the motion passed.

Board member Shawn Newell moved to approve the proposed tuition rate increase for Salt Lake Community College School of Applied Technology. The motion was seconded by Board member Angus and the motion passed.

**Technical Colleges** – Vice-Chair Osmond moved to approve the proposed tuition rates as outlined in TAB C, and the differential tuition rates for the following technical collages:  
Bridgerland Tech: Farm/Ranch Business Management  
Bridgerland Tech: Assessment and Learning Center  
Ogden-Weber Tech: Academic Learning Services  
Tooele Tech: Academic Development Center  
Uintah Basin Tech: Farm/Ranch Business Management  
The motion was seconded by Vice-Chair Barnes and the motion passed.

*Dixie State University Name Change Update*

Dixie State University Board of Trustee Chair Clark updated Board members on the name change process. Board members were provided a suggested timeline and list of committee members. This was an information item only; no action was taken.

The meeting adjourned at 12:52 p.m.

---

Geoffrey Landward, Secretary

Date Approved:



**Utah System of Higher Education  
Dixie State University, St. George, Utah  
Virtual Meeting, Zoom  
Friday, March 26, 2021**

**COMMITTEE OF THE WHOLE  
MINUTES**

**Board Members Present**

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

**Board Members Absent**

Stacey K. Bettridge

**Office of the Commissioner**

Dave R. Woolstenhulme, Commissioner of Higher Education  
Rich Amon, Chief Financial Officer  
Geoffrey Landward, Deputy Commissioner and General Counsel  
Julie Hartley, Associate Commissioner of Academic Education  
Jessica Gilmore, Associate Commissioner of Workforce Development  
Spencer Jenkins, Chief Student Affairs Officer  
Carrie Mayne,  
Melanie Heath,  
Malissa Jones, Office Manager

**Institutional Presidents Present**

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

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

## Committee of the Whole

Chair Simmons called the meeting to order at 8:00 a.m.

### *Dixie State Student Recognition*

The DSUSA Executive Council was recognized by the Board for their dedication and commitment to the students during the Dixie State University name change process. This was an information item only; no action was taken.

### *Student Update*

Student updates were provided by Penny Mills from Dixie State University, Sarah Davis from Dixie Technical College and Alicia Saunders from Dixie Technical College. This was an information item only; no action was taken.

### *Institution Presidents Update*

President Stephenson from Dixie Technical College and President Williams from Dixie State University presented institution updates to Board members. 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.

### *Innovation Task Force Update (TAB B)*

Jessica Gilmore gave a brief updated for Board members on the progress of the Innovation Task Force. This was an information item only; no action was taken.

### *EDI Committee Update and Resolution (TAB C)*

Board member Newell and Church updated the Board on the progress of the EDI Committee.  
**On a motion by Board member Theurer and seconded by Board member Damron the resolution of Support for DACA and Dreamers was adopted by the Board.**

### *Board Training R&R*

Geoff Landward provided Board members with training on the resource and review process. This was an information item only; no action was taken.

### *Utah Foundation Report (TAB F)*

Peter Reichard, President of Utah Foundation provided a summary of the Utah Foundations report. The report focused on adult learners, first-generation students, and lower-income students. This was an information item only; no action was taken.

*Strategic Plan (TAB E)*

Melanie Heath and Carrie Mayne provided an update on the strategic plan. Committee chairs provided feedback on the strategies and tactics from committee discussions. This was an information item only; no action was taken.

*Legislative Session Summary (TAB G)*

Commissioner Woolstenhulme provided a brief update on the past legislative session. This was an information item only; no action was taken.

*Transfer Council Recommendations (TAB H)*

Board member Damron, Board member Barnes and Julie Hartley provided information on the recommendation on the transfer initiatives. **Board member Damron moved that the Board approve the recommendations from the Board Transfer Council and authorize the Commissioner's office and the institutions to work on piloting direct transfer pathways in selected majors to redefine the expectations for associate of arts and associate of science degrees in policy. The motion was seconded by Board member Angus and the motion passed.**

*American Rescue Plan Act Stimulus Funding Priorities (TAB I)*

Commissioner Woolstenhulme discussed the list of potential funding priorities with Board members. **Board member Clyde made a motion to adopt the potential funding priorities listed in TAB I. The motion was seconded by Board member Arthur Newell and the motion passed.**

*General Consent Calendar (TAB J)*

**Board member Osmond made a motion to approve the consent calendar. The motion was seconded by Board member Shawn Newell and the motion passed.**

- Minutes - Minutes of the Board meeting January 15, 2021
- Finance and Facilities Items
- Technical Education Items
- Academic Education Items
- Grant Proposals
- Awards

*2021-22 Board Meeting Schedule (TAB K)*

The Board proposed 2021-22 meeting schedule was discussed by Board members. The May meeting location was changed to the Cottonwood Club. **Board member Maggelet made a motion to approve the 2021-22 Board Meeting Schedule. The motion was seconded by Board member Osmond and the motion passed.**

The meeting adjourned at 3:00 p.m.

---

Geoffrey Landward, Secretary

Date Approved:

*RESOLUTION TO RECOGNIZE THE POSITIVE IMPACT OF DREAMERS IN  
THE UTAH SYSTEM OF HIGHER EDUCATION*

WHEREAS, the Utah Board of Higher Education recognizes that underrepresented students face intractable structural barriers as they work to access, persist, and complete higher education and that the Board must take bolder steps to serve underrepresented students in higher education; and

WHEREAS, the Utah Board of Higher Education will soon adopt a strategic plan which sets aggressive goals to improve access, completion, affordability, and workforce alignment in Utah's 16 higher education institutions for all Utahns, with a specific focus on closing the opportunity gap; and

WHEREAS, in 2012, the Deferred Action for Childhood Arrivals (DACA) program was created to allow benefits to certain young undocumented students brought to the United States as children—commonly referred to as Dreamers—and has allowed more than 800,000 young people nationwide to attend school, work lawfully, and plan their lives without the constant threat of deportation; and

WHEREAS, Utah was one of the first of 19 states to pass laws allowing undocumented students to pay in-state tuition if they attended and graduated from the state's primary and secondary schools—10 years before federal policy; and

WHEREAS, Utah institutions of higher education want Dreamers, undocumented, and DACA-eligible individuals to attend college, and these institutions strive to provide the support needed to reach their educational endeavors; and

WHEREAS, nationally, there are 216,000 DACA-eligible students, and 87 percent of those students are enrolled in undergraduate programs, while 13 percent are enrolled in graduate-level programs; and

WHEREAS, in Utah, there are more than 10,000 DACA recipients who have come to live and work legally, yet only a fraction of those college-aged students are accessing higher education; and

WHEREAS, Dreamers informed members of the Board that they urgently need more educational support to ensure they are represented and to help them succeed on campus; and

WHEREAS, the Board is responsible to advocate for Dreamers, undocumented, and DACA-eligible individuals and support their efforts in accessing and completing higher education in the State of Utah, thereby broadening and enriching the higher education experience of all;

THEREFORE, the Utah Board of Higher Education resolves to advance changes within the Utah System of Higher Education by asserting the following:

1. We welcome Dreamers, undocumented, and DACA-eligible individuals at all colleges and universities in Utah.
2. We embrace and celebrate the diverse cultures, backgrounds, and insights Dreamers, undocumented, and DACA-eligible individuals contribute, which elevate the experiences of all students, faculty, staff, and community. We must harness equity, diversity, and inclusion efforts across the System so that Dreamers, undocumented, and DACA-eligible students can persist and flourish.
3. We will collaborate with our colleges and universities and K-12 partners to expand dedicated resources and streamline processes, including but not limited to admissions, enrollment, and retention efforts that support Dreamers, undocumented, and DACA-eligible individuals.

Dated this 21<sup>st</sup> day of May 2021.



Harris H. Simmons, Chair  
Utah Board of Higher Education



Dave R. Woolstenhulme  
Commissioner of Higher Education



## R120, Board of Higher Education Bylaws<sup>1</sup>

**R120-1 Purpose:** To provide bylaws for the Board of Higher Education that will govern how the Board administers the Utah System of Higher Education and conducts regular Board business.

### R-120-2 References

- 2.1 Title 53B, Chapter 1, Section 403, Committees
- 2.2. Title 53B, Chapter 1, Section 404, Membership of the Board
- 2.3 Title 53B, Chapter 1, Section 501, Initial Board Membership

### R120-3 Bylaws

**3.1 Offices:** The principal office of the Board shall be located at the Utah Board of Higher Education Building, The Gateway, 60 South 400 West, Salt Lake City, Utah. The Board may have such other offices as the Board may designate or as the business of the Board may from time to time require.

**3.2 General Powers:** Under 53B-1-402, the Board is vested with the power to govern the Utah System of Higher Education. The Board shall address all issues requiring its action in a properly convened meeting. The Board may adopt rules and regulations to govern the conduct of its meetings, to manage the Board and to manage and supervise the Utah System of Higher Education, in accordance with these bylaws and the laws of this State.

**3.3 Board Members.** The Board shall consist of 18 members who are residents of the state and appointed by the governor with the advice and consent of the Senate. Two of the members shall be student members, one individual who is enrolled in a certificate program at a technical college at the time of the appointment one individual who is a fully matriculated student enrolled in a degree-granting institution. Except as provided in 53B-1-501, the Governor shall appoint Board members to six-year staggered terms, each of which begins on July 1 of the year of appointment. The Governor shall appoint student members to a one-year term. Each member shall hold office until his or her successor has been chosen and qualified.

---

<sup>1</sup> Adopted July 1,2020; amended August 21,2020



**3.3.1 Oath of Office:** A member shall take the official oath of office before entering upon the duties of office. The oath shall be filed with the Division of Archives and Records Services.

**3.3.2 Simultaneous Service on Institutions' Boards of Trustees:** An individual may not serve simultaneously on the Board and on an institution's board of trustees.

**3.3.3 Consecutive Terms:** Unless otherwise provided in 53B-1-501, the Governor may appoint a member to a second consecutive full term without a recommendation from the nominating committee. Members who filled the unexpired term that resulted from the vacancy of a member may be appointed to serve up to one consecutive full term thereafter. Student members may not serve more than one full term.

**3.3.4 Vacancies:** A vacancy in the Board occurring before the expiration of a member's full term shall be immediately filled through the nomination and appointment processes described in 53B-1-404 and 406. An individual appointed to fill a vacancy shall be appointed to serve for the remainder of the unexpired term.

**3.3.5 Removal of Board Members:** The governor may remove a member of the board for cause after consulting with the president of the Senate.

**3.3.6 Resignation:** A member of the Board may resign at any time by giving written notice to the Board's chair or secretary. Unless otherwise specified in the notice, the resignation shall take effect upon receipt.

**3.3.7 Compensation:** A member of the Board shall receive a daily salary for each calendar day that the member attends a Board or Committee meeting as provided by statute. A member may also receive per diem and travel expenses as allowed by Section 53B-1-404(15).

**3.4 Regular Meetings:** The Board shall meet regularly at a time and place it shall determine. The Board may also meet, in full or executive session, at the request of the chair, the commissioner, or at least six members of the Board.

**3.4.1 Special Meetings:** The Board may convene a special meeting, in full or executive session, when called by the Board chair, the commissioner, or by request of six Board members. The chair or commissioner may designate the location or method for holding any special meeting.

### 3.5 Notice

**3.5.1 Notice to Members of Board:** The Board secretary shall notify Board members and institutional presidents of the time and place of regular meetings of the Board at least seven days prior to the meeting, together with an agenda explaining the nature of the business to be acted upon. The Board secretary may provide shorter notice for special meetings.

**3.5.2 Notice to the Public:** The Board and Executive Committee—when taking action on behalf of the Board in accordance with Section 3.9.6—shall give public notice of their meetings as required by Section 52-4-202 of the Open and Public Meetings Act.

**3.6 Quorum:** The Board must have a quorum to take action. A quorum consists of 10 members. A quorum of any committee of the Board shall consist of a majority of its members. If less than a quorum is present at the time and place for any such meeting called, the Board or committee meeting may be adjourned without further notice.

### **3.7 Conducting Board Business**

**3.7.1 Agenda and Regular Order of Business:** The Board chair and the commissioner shall set the agenda for Board meetings in consultation with the Executive Committee. The official agenda shall constitute the principal business at regular meetings of the Board.

**3.7.2 Categories of Agenda Items:** The Board’s business shall be listed in the agenda within the following categories:

**3.7.2.1 Action Items:** Items that are recommended for action and that require full discussion by the Board.

**3.7.2.2 Consent Calendar:** Items that are recommended for action and that have been fully discussed by a committee and do not require discussion by the full Board.

**3.7.2.3 Information Items:** Items that are not recommended for action, but are for information, such as presentation of institutional reports by heads of institutions and other items for informational purposes.

**3.7.3 Consent Calendar:** The Board may act on items in the Consent Calendar by voting on items either as a group or as items individually. Any item listed upon the Consent Calendar may, by majority vote of the Board, be transferred to the Action Items at the same or a subsequent meeting and made be subject to full discussion and deliberation.

**3.7.4 Rules of Procedure:** The Board and its committees shall follow Robert’s Rules of Order in conducting all meetings.

**3.7.5 Open and Public Meetings Act:** The Board shall conduct its meetings in compliance with the Open and Public Meetings Act. If they Executive Committee intends to take action on behalf of the Board in accordance with Section 3.9.6, it shall conduct its meeting in compliance with the Open and Public Meetings Act.

### **3.7.6 Voting**

**3.7.6.1 Recording of Votes:** Any member so requesting shall have her or his vote recorded in the minutes, or on request of any member the vote of each member shall be recorded.

**3.7.6.2 Proxy Voting:** Proxy voting shall not be permitted at meetings of the Board or the meetings of its committees.

## **3.8 Board Officers and Staff**

**3.8.1** The officers of the Board shall be a chair, a vice-chair or vice-chairs, and a secretary. The Board’s staff shall be the commissioner of higher education, an associate commissioner of academic education, an associate commissioner of technical education and other staff as the commissioner deems necessary.

### **3.8.2 Appointment, Election and Term of Office**

**3.8.2.1 Chair and Vice-Chair(s):** The Board shall elect a chair and up to two vice-chairs from among its members at its May/June meeting in each even numbered year. Beginning on the date of election, the chair and vice-chair(s) shall serve concurrently for two years and until their successors are chosen and qualified. A member may not serve more than two terms as chair.

**3.8.2.2 Secretary:** The Board shall appoint a full-time employee from the commissioner's staff to serve as secretary at the Board's discretion.

**3.8.2.3 Commissioner:** Upon approval by the governor and with the advice and consent of the Senate, the Board shall appoint a commissioner of higher education. The commissioner shall serve at the Board’s pleasure.

**3.8.2.4 Associate Commissioners:** The commissioner shall appoint, subject to approval by the Board, an associate commissioner of technical education and an associate commissioner of academic education. The commissioner may also appoint, without the Board's approval, other associate commissioners as needed. The associate commissioners shall serve at the commissioner's pleasure.

### **3.8.3 Removal of Board Officers or Commissioner**

**3.8.3.1 Chair and Vice-Chair:** The Board may remove a chair or vice-chair of the Board for cause.

**3.8.3.2 Commissioner:** The Board may terminate the commissioner. The Governor may terminate the commissioner, after consultation with the Board.

**3.8.4 Vacancies:** The Board may fill a vacancy in any Board office because of death, resignation, removal, disqualification or otherwise, according to the requirements of statutes and these bylaws, for the unexpired portion of the term.

**3.8.5 Chair:** The chair shall preside at all meetings of the Board and shall have such other duties, powers and responsibilities as directed by the Board or by these bylaws. In the absence of such specifications, the chair shall have the powers and authority and shall perform and discharge the duties of similar officers serving organizations with similar purposes and objectives as the Board.

**3.8.6 Vice-Chair(s):** The vice-chair(s) shall act as chair in the absence or disability of the chair and shall have such other duties, powers and responsibilities as the Board or chair may assign. In the event the office of chair becomes vacant, a vice-chair shall act as interim chair until the next regular meeting, at which time the Board shall elect a new chair to serve the balance of the unexpired term. If the office of vice-chair is similarly vacated, the Board shall elect a new vice-chair from among its members at the next regular meeting.

**3.8.7 Secretary:** The secretary shall make a record and maintain a record of all Board meetings and shall perform such other duties as the Board may direct.

### **3.8.8 Commissioner**

**3.8.8.1 Chief Executive Officer:** The commissioner shall act as the Board's chief executive officer and, subject to the control of the Board, shall supervise and control all of the business and affairs of the Board. The commissioner may enter

into contracts or execute and deliver instruments that do not exceed \$100,000 on behalf of the Board without Board approval. For contracts or instruments that exceed \$100,000, the commissioner shall first obtain Board approval.

**3.8.8.2 Commissioner Interprets Board Policy:** The commissioner shall be responsible for interpreting the Board's policies.

**3.8.8.3 Advocacy:** The commissioner is authorized to advocate on behalf of the Board before the governor, the legislature, and other officials and governmental entities.

**3.8.8.4 Commissioner Represents Board:** In order to ensure that there is effective follow through in implementing the Board's action, the commissioner shall work with system's institutions on the Board's behalf to ensure they effectively implement the Board's policies, directives, strategies and goals.

**3.8.8.5 Information, Reports, Audits:** The commissioner is empowered to require information and reports from the institutions. The commissioner has the authority, after giving due notice to the presidents, to assign staff to audit records of institutions or otherwise verify data. Such audits shall be in response to the Board's instructions or to verify compliance with the Board's policies or applicable laws. The Board's audit committee shall prioritize the commissioner's audits.

**3.8.8.6 Board Policies Properly Executed:** After the Board has adopted a new policy, program, or taken an action, the commissioner shall ensure that it is properly carried out. The commissioner will collaborate with the Council of Presidents, and relevant institutional staff to implement new policies or directives and to periodically follow up on the implementation. Presidents shall cooperate with the commissioner to properly execute the Board's policies and directives.

**3.8.8.7 Statutory Duties:** The commissioner is responsible to ensure that the Board's policies, programs, and strategic plan are properly executed; furnish information about the Utah System of Higher Education and make recommendations regarding that information to the Board, provide state-level leadership in any activity affecting an institution of higher education, and perform other duties assigned by the Board.

**3.8.9 Commissioner's Staff:** The commissioner may appoint and hire a staff of professional, legal, and administrative personnel.

**3.8.9.1 Associate Commissioners:** The associate commissioner for technical education shall support the chair of the Technical Education Committee. The associate commissioner for academic education shall support the chair of the Academic Education Committee.

### **3.8.10. Salaries and Benefits**

**3.8.10.1 Chair and Vice-Chair:** The chair and vice-chair are compensated as members of the Board and shall not receive salaries.

**3.8.10.2 Secretary:** The commissioner shall set the salary of the secretary as a member of staff.

**3.8.10.3 Commissioner:** The Board shall set the salary of the commissioner.

**3.8.10.4 Commissioner's Staff:** The commissioner shall determine salaries, retirement provisions, and other benefits for the staff as described by statute.

**3.8.11 Contracts:** The Board may authorize any officer or officers or agents of the Board, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Board, and such authority may be general or may be confined to specific instances.

## **3.9 Committees**

**3.9.1. Committee Appointments:** The Board shall establish standing committees and such other special committees as the Board or the Board chair may determine to be necessary or appropriate. With the exception of the Executive Committee, the Board chair shall appoint the membership and a chair of all standing and special committees. Each standing committee shall serve concurrent two-year terms with the chair who appointed them.

**3.9.2. Standing Committees:** The Board shall form the following standing committees:

**3.9.2.1 Executive Committee**

**3.9.2.2** Technical Education Committee

**3.9.2.3** Academic Education Committee

**3.9.2.4** Student Affairs and Access Committee

**3.9.2.5** Finance and Facilities Committee

**3.9.2.6** Audit Committee

**3.9.3 Special Committees:** In addition to the standing committees, the Board may form other special committees as needed.

**3.9.4 Staff Support:** The commissioner shall provide staffing and support to each standing and special committee.

**3.9.5 Committee Membership and Voting of Board Chair and Vice Chair:** The chair and vice-chair may be appointed to and serve as regular members of one or more standing committees, with full power to vote. The chair and vice-chair shall also be ex officio members of each standing committee to which they are not appointed on a regular basis, but in such ex officio capacity shall be without power to vote.

**3.9.6 Executive Committee**

**3.9.6.1. Composition:** The Executive Committee shall be comprised of the Board chair, the Board vice-chair(s), the chairs of the technical, academic, student affairs, and finance and facilities standing committees, and one committee member at large appointed by the Board chair.

**3.9.6.2. Authority:** The Executive Committee may meet to address issues, identify areas of concern, set priorities or agenda items, or conduct other business requiring the Board's action during the interim period between Board meetings as provided in this section. The Executive Committee shall report to the Board at the Board's next meeting following an action undertaken.

**3.9.6.3. Routine Matters:** The Board authorizes the Executive Committee to act upon routine matters during the interim between the Board's regular meetings.

**3.9.6.4. Non-routine Matters:** The Executive Committee may not act on non-routine matters except under extraordinary and emergency circumstances.

**3.9.7. Committee Meetings:** Meetings of all committees of the Board may be held upon the call of the committee chair, the Board chair, or at the request of the commissioner.

### **3.10 Advisory Councils**

**3.10.1 Industry Advisory Council:** The Board shall establish an Industry Advisory Council that shall inform the committee for technical education; the committee for academic education; and the State Board of Education. The Industry Advisory Council shall include representation from (a) employers; (b) kindergarten through grade 12 representatives; (c) degree-granting institution faculty; and (d) technical college faculty.

**3.10.2 Council of Presidents:** The Board shall establish a Council of Presidents comprised of the presidents from each of the institutions and the commissioner. The commissioner shall serve as Council of Presidents chair.

**3.10.3 Other Advisory Councils:** The Board may establish other advisory committees or councils as needed.

**3.10.4** All matters requiring Board determination shall be addressed in a properly convened meeting of the Board or Executive Committee.

**3.11 Electronic Meetings:** The Board and the Executive Committee may convene and conduct an electronic meeting in accordance with Section 52-4-207 of the Open and Public Meetings Act. The members of those committees who participate by electronic communication may be counted in the quorum that is necessary to conduct and transact the Board's business. Such participation does not alter the requirements of notice, open and public meetings, and other applicable rules of the Board.

### **3.12 Public Information**

**3.12.1 Official Pronouncements:** The Board chair is the only member of the Board authorized to make official pronouncements for the Board, and then only as authorized by the Board. The commissioner as executive officer of the Board is authorized to speak for the Board and the Utah System of Higher Education with respect to any policy matters that have received the approval of the Board, and on administrative matters.



**3.12.2 Releases and General Information:** The commissioner or designee may issue news releases, general information and other communications regarding administration of the system of higher education, provided the releases are consistent with Board policies and directives.

**3.12.3 Advance Notice to Board Members of Public Statements or Press**

**Releases:** Prior to the Board chair or commissioner issuing formal public statements or press releases on behalf of the Board, the commissioner shall give Board members, on a confidential basis, advance notice of the statement and its content.

**3.13 Conflict of Interest**

**3.13.1** A potential conflict of interest is any direct and immediate interest or relationship, including financial interest exceeding \$2,000, with persons or businesses regulated by or directly affected by decisions of the Board, or persons or organizations which may present requests or issues before the Board. The interest of a spouse or other members of the immediate family/household or the interest of any other person which is constructively controlled by the member is included.

**3.13.2** Board members shall disclose potential conflicts of interest, in a signed written document provided by the Commissioner's Office. In the event the Board is taking action that involves issues with which a Board member has a potential conflict, the Board member shall orally disclose the conflict during a regularly scheduled public meeting and abstain from participating in discussion or voting on the issue.

**3.13.3** Board members are subject to the Ethics Act, Utah Code 67-16-7. The Commissioner's Office will provide training materials to Board members that explain the obligations of the Ethics Act. Board members are also encouraged to seek counsel from the Board's general counsel or the Attorney General's office if there is any potential doubt as to the applicability of this section or the Ethics Act.

**3.14 Amendment of Bylaws:** The Board may amend these bylaws at any regular meeting, provided that copies of any proposed amendments shall be submitted in writing to each member and to the commissioner at least seven days before the meeting at which they are to be proposed for vote.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB A

May 20, 2021

## Weber State University – Series 2021 Revenue Bonds

Board Policy R590, Issuance of Revenue Bonds for Colleges and Universities, requires the Board to review and approve the issuance and sale of revenue bonds that have been affirmatively authorized by the Utah State Legislature. Weber State University requests Board authorization to issue up to \$8,800,000 of Student Facilities System Revenue Bonds for the construction of the Noorda Engineering and Applied Science building, as approved by the Board in October 2020 and authorized in the 2021 Legislative Session (S.B. 143).

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$8,800,000 (including costs of issuance and capitalized interest)
- Interest rate not to exceed 5%
- Discount from par not to exceed 2%
- Final maturity not to exceed 25 years from the date of issue

A copy of the request letter from the university, a financing summary from the financial advisor, and the Approving Resolution are attached. Representatives from the university will attend the meeting to provide additional information and answer questions from the Board.

### **Commissioner's Recommendations**

The Commissioner recommends approval of the proposed Authorizing Resolution to issue Student Facilities System Revenue bonds for Weber State University.

### **Attachments**



# WEBER STATE UNIVERSITY

April 27, 2021

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

Dear Commissioner Woolstenhulme:

Weber State University seeks authorization to issue revenue bonds as part of the financing plan for the Noorda Engineering Building project on WSU's Ogden Campus.

As background, most of the funding for the Noorda Engineering Building has been in place since 2020 and construction is well under way. In addition to state funding and private gifts, the financing plan for the building also includes \$8.5 million in revenue bond proceeds. The revenue bonds will be serviced by lease revenue from the Northern Utah Academy for Math Engineering and Science (NUAMES)--a charter high school that has partnered in multiple ways with WSU.

The 2021 Utah State Legislature authorized \$8.5 million in revenue bonds for this purpose. The University desires to move forward quickly with the bond issue to take advantage of the current favorable interest rate environment.

Overall funding for the project total's \$64 million. The scope of the project is approximately 140,000 square feet of new or improved space and a significant investment in additional campus infrastructure. The bonding team assembled includes Zions Bank Capital Markets as financial advisor and Chapman & Cutler as bond counsel. It is anticipated that the bonds will be sold through a competitive bid process.

Please place this item on the next Utah State Board of Higher Education action agenda.

Sincerely,

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

Norm Tarbox  
Vice President for Administrative Services

**Weber State University**  
**Student Facilities System Revenue Bonds, Series 2021**  
**Preliminary Summary Sheet**

Proposed Issue: Student Facilities System Revenue Refunding Bonds

Total Approximate Issue Size: \$8,075,000

Use of Funds: To provide up to \$8,500,000 to finance the costs of constructing the Noorda Engineering and Applied Science building, together with other amounts necessary to pay capitalized interest, pay costs of issuance, and fund a debt service reserve.

Details of Proposed Series 2021 Bonds:

Principal Amount: Not to exceed \$8,800,000

Interest Rate: Not to exceed 5%

Maturity Date: Not to exceed 25 years

Aggregate Discount: Not to exceed 2%

Bond Rating: AA from S&P utilizing the State Moral Obligation

Bond Insurance/  
Surety Bond: TBD, provided by AGM or BAM

Source of Repayment: Student Facilities System Revenues

Timetable Considerations: Board of Higher Education approval will be sought at the May 21 meeting. The University is proceeding with plans to sell bonds soon after approval is received, with a tentative sale date planned for Thursday, June 17, 2021. The University anticipates selling bonds by competitive sale, and the underwriter will be whichever provides the lowest borrowing cost as a combination of each bidder's proposed rates and fees. The anticipated closing date is June 29, 2021.

May 21, 2021

The Utah Board of Higher Education (the “*Board*”) met in regular session, by electronic means, on May 21, 2021, commencing at 8:00 a.m. The following members of the Board were present:

Harris H. Simmons	Chair
Nina Barnes	Vice Chair
Jessellie Barlow Anderson	Member
Mike Angus	Member
Jera L. Bailey	Member
Stacey K. Bettridge	Member
Lisa Michele Church	Member
Wilford Clyde	Member
Candyce Damron	Student Representative
Sanchaita Datta	Member
Alan E. Hall	Member
Patricia Jones	Member
Crystal Maggelet	Member
Arthur E. Newell	Member
Shawn Newell	Member
Aaron V. Osmond	Member
Glen J. Rivera	Student Representative
Scott L. Theurer	Member

ABSENT:

ALSO PRESENT:           Norm Tarbox, Ph.D.                           Vice President of Administrative  
Services, Weber State University.

As required by Section 52-4-203, Utah Code Annotated 1953, as amended, written minutes and a recording of this meeting are being kept.

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, and after other business had been conducted, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the Utah Board of Higher Education, Weber State University Student Facilities System Revenue Bonds.

The following resolution was introduced in written form and, after full discussion, pursuant to motion duly made and seconded, was adopted by the following vote:

YEA:

NAY:

ABSENT:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE UTAH BOARD OF HIGHER EDUCATION AUTHORIZING THE ISSUANCE AND SALE OF ITS WEBER STATE UNIVERSITY STUDENT FACILITIES SYSTEM REVENUE BONDS IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$8,800,000; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE OF TRUST, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the Utah Board of Higher Education (the "*Board*") is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended;

WHEREAS, pursuant to the provisions of Title 53B Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of Weber State University (the "*University*") for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (the "*Act*");

WHEREAS, pursuant to the Act, the Board is, for and on behalf of the University, authorized to issue bonds payable from a special fund into which the revenues of the University may be deposited;

WHEREAS, pursuant to the provisions of Section 63B-31-201(5), Utah Code Annotated, as amended, the Board is authorized to issue revenue bonds on the credit and income of the University, other than appropriations by the Utah Legislature, to provide up to \$8,500,000 to finance the costs of constructing the Noorda Engineering and Applied Science building (the "*Project*"), together with other amounts necessary to pay capitalized interest, pay costs of issuance, and fund a debt service reserve;

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue its Utah Board of Higher Education, Weber State University Student Facilities System Revenue Bonds," in one or more series (the "*Bonds*"), for the purpose of financing, together with any available funds of the University to be used for such purpose, the cost of the Project, satisfying a debt service reserve requirement, providing capitalized interest on the Bonds, and paying costs of issuance of the Bonds;

WHEREAS, the Bonds will be issued in an aggregate principle amount of not to exceed \$8,800,000 and will be issued pursuant to the General Indenture of Trust dated as of July 1, 1997, as heretofore amended and supplemented (the "*General Indenture*"), and as further supplemented by one or more Supplemental Indentures of Trust (collectively, the "*Supplemental Indenture*" and, together with the General Indenture, the "*Indenture*"), each by and between the Board, acting for and on behalf of the University, and Wells Fargo Bank, National Association, as trustee (the "*Trustee*");



WHEREAS, the Bonds shall be payable solely from the revenues and other moneys pledged therefor under the Indenture and shall not constitute nor give rise to a general obligation or liability of the State of Utah, the Board or the University or constitute a charge against the general credit of the State of Utah, the Board or the University;

WHEREAS, there have been presented to the Board at this meeting a form of a Preliminary Official Statement relating to the Bonds (the "*Preliminary Official Statement*") and a form of the Supplemental Indenture;

WHEREAS, expenditures relating to the Projects (the "*Expenditures*") have been paid from the University's general fund (the "*Fund*") within 60 days prior to the passage of this resolution (the "*Resolution*") or (ii) will be paid from the Fund on or after the passage of this Resolution and prior to the issuance of the Bonds;

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final principal amounts, terms, maturities, interest rates and purchase prices at which the Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms do not exceed the parameters set forth in this Resolution, and the authority to approve and execute all documents relating to the issuance of the Bonds.

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

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

*Section 2.* All action heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the officers of the Board or the University directed toward the issuance of the Bonds are hereby ratified, approved and confirmed.

*Section 3.* The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement in such form as shall be approved by the Chair or Vice Chair of the Board or the President or Vice President for Administrative Services of the University. The Chair or Vice Chair of the Board or the President or Vice President for Administrative Services of the University are authorized to execute such certificates as shall be necessary to "deem final" the Preliminary Official Statement for purposes of Rule 15c2-12 of the Securities and Exchange Commission. The Chair or Vice Chair of the Board and the President or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Preliminary Official Statement, with such alterations, changes or additions as may be necessary to finalize the Official Statement. The use and distribution of the Official Statement are hereby authorized.

*Section 4.* The Supplemental Indenture, in substantially the form presented to the Board at this meeting, is in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President or the Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Supplemental Indenture, in the form and with substantially the same content as presented to the Board at this meeting, for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized pursuant to the terms of this Resolution.

*Section 5.* (a) For the purpose of providing funds to be used for the purpose of (i) financing all or a portion of the cost of the Project, (ii) providing capitalized interest on the Bonds, (iii) funding a deposit to a debt service reserve fund, and (iv) paying costs of issuance of the Bonds, the Board hereby authorizes the issuance of the Bonds, from time to time in one or more series, in the aggregate principal amount of not to exceed \$8,800,000. The Bonds shall bear interest at the rates, and shall mature in the principal amounts and on the dates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee as provided below, all within the parameters set forth in *Schedule A* attached hereto and incorporated herein by reference.

*Section 6.* The form, terms and provisions of the Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the Indenture. The Chair or Vice Chair and the Secretary of the Board and the President or Vice President for Administrative Services of the University are hereby authorized to execute and seal the Bonds and to deliver the Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Bonds are hereby incorporated in this resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Bonds in accordance with the provisions of the Indenture.

*Section 7.* The Bonds shall be sold to the initial purchaser (the “*Underwriter*”) pursuant to a public sale at a discount of not to exceed 2.0% of the face amount of the Bonds. Pursuant to Section 53B-21-102(3)(m) of the Act, the Chair or Vice-Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee (with concurrence of the President or the Vice President for Administrative Services of the University) is hereby authorized to specify and agree as to the final principal amounts, interest rates, maturities and purchase price with respect to the Bonds for and on behalf of the Board and the University by the execution of the Indenture, such bond purchase contract or other instruments as may be necessary to confirm the award of the Bonds to the Underwriter, and any changes to the Supplemental Indenture from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

*Section 8.* The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Indenture to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

*Section 9.* The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President or the Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Supplemental Indenture, the Bonds, the Preliminary Official Statement, or any other document herein authorized and approved that may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, or to conform the same to other provisions of such instruments, the provisions of this Resolution or any related resolution adopted by the Board, or the provisions of laws of the State of Utah or the United States.

*Section 10.* The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice president for Administrative Services of the University, are hereby authorized and directed to accept a commitment for, and agree to the terms of, a bond insurance policy or other credit enhancement that such officer or officers determine to be in the best interests of the Board and the University, execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein, including (without limitation) such (i) continuing disclosure undertakings or agreements as shall be necessary under Rule 15c2-12 of the Securities and Exchange Commission and (ii) such certificates and agreements as shall be necessary to establish and maintain the tax-exempt status of interest on the Bonds under the provisions of the Internal Revenue Code of 1986, as amended.

*Section 11.* Upon their issuance, the Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Bonds, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

*Section 12. Reimbursement Intent.* In satisfaction of certain requirements under the Internal Revenue Code of 1986, the District reasonably expects to reimburse the Expenditures with proceeds of the Bonds to be issued in the maximum principal amount of not more than \$8,800,000.

*Section 13.* All proceedings, resolutions and actions of the Board and the University and their officers and employees taken in connection with the Bonds are hereby ratified, confirmed and approved.

*Section 14.* After any of the Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

*Section 15.* If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

*Section 16.* All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order or resolution or part thereof.

*Section 17.* This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED by the Utah Board of Higher Education this 21st day of May, 2021.

UTAH BOARD OF HIGHER EDUCATION

---

Chair

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

---

Chair

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of the Board held on May 21, 2021 and of a resolution adopted at such meeting, as such minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature this 21st day of May, 2021.

\_\_\_\_\_  
Secretary



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

I, the undersigned duly qualified and acting Secretary of the Utah Board of Higher Education (the “Board”), do hereby certify, according to the records of the Board in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, I gave public notice of the agenda, date, time and place of the May 21, 2021 public meeting held by the members of the Board by causing a Notice of Public Meeting to be posted at the principal office of the Utah Board of Higher Education at 60 South 400 West in Salt Lake City, Utah, on \_\_\_\_\_, 2021, at least 24 hours prior to the convening of such meeting, in the form attached hereto as *Exhibit A*, such Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the Board until the convening of the meeting; causing a copy of such Notice of Public Meeting in the form attached hereto as *Exhibit A* to be provided on \_\_\_\_\_, 2021 at least 24 hours prior to the convening of such meeting, to *The Salt Lake Tribune*, a newspaper of general circulation within the geographic jurisdiction of the Board, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the Board; and causing a Notice of Public Meeting to be posted on \_\_\_\_\_, 2021 at the Utah Public Notice Website at least 24 hours before the convening of the meeting;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2021 Annual Meeting Schedule of the Board was given specifying the date, time and place of the regular meetings of the Board scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the Board in the form attached as *Exhibit B* to be posted during or before January 2021 at the principal office of the Board in Salt Lake City, Utah; such Notice of Annual Meeting Schedule having continuously remained so posted and available for public inspection during the regular office hours of the undersigned until the date hereof; causing a copy of such Notice of Annual Meeting Schedule to be provided during or before January 2021 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah; and causing a Notice of Annual Meeting Schedule to be posted during or before January 2021 at the Utah Public Notice Website; and

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as *Exhibit C*). In accordance with such provisions and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature this 21st day of  
May, 2021.

---

Secretary

## **SCHEDULE A**

### **PARAMETERS**

<b>PRINCIPAL AMOUNT:</b>	Not to exceed \$8,800,000.
<b>TERM:</b>	Not to exceed 25 years from their date or dates.
<b>INTEREST RATE:</b>	Fixed rates such that no coupon rate exceeds 5.0% per annum.
<b>SALE PRICE:</b>	Not less than 98% of the principal amount of the Bonds.

**EXHIBIT A**

[ATTACH NOTICE OF PUBLIC MEETING]

**EXHIBIT B**

[ATTACH NOTICE OF ANNUAL MEETING SCHEDULE]

**EXHIBIT C**

[ATTACH ELECTRONIC MEETING POLICY]



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB B

May 20, 2021

## University of Utah – Series 2021C Revenue Bonds

Board Policy R590, Issuance of Revenue Bonds for Colleges and Universities, requires the Board to review and approve the issuance and sale of revenue bonds. The University of Utah requests Board authorization to issue up to \$350,000,000 of General Revenue bonds for the purposes described in the following sections.

### **Request to Issue up to \$211,500,000 Authorized by State Legislature**

The University of Utah requests Board authorization to issue General Revenue Bonds for the following purposes that have been authorized by the state legislature:

- \$125,800,000 for the construction of the West Village Project as approved by the Board in October 2020 and authorized by the 2021 Legislative Session (S.B. 143); housing rental fees and other auxiliary revenues will be the primary source of repayment for the bonds.
- \$85,700,000 for the construction of the Impact and Prosperity Epicenter Building as approved by the Board in October 2020 and authorized by the 2021 Legislative Session (S.B. 143); housing rental fees and other auxiliary revenues will be the primary source of repayment for the bonds.

### **Pre-Authorization to Refinance up to \$100,000,000 for Economic Savings by November 2022**

The University of Utah requests approval from the Board to refund up to \$100,000,000 prior to November 21, 2022, if economic conditions present opportunities for cost savings of at least 3%.

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$350,000,000 (including costs of issuance and capitalized interest)
- Interest rate not to exceed 5%
- Discount from par not to exceed 2%
- Final maturity not to exceed 30 years from the date of issue



A copy of the request letter from the university, the Approving Resolution, and a financing summary from the financial advisor are attached. Representatives from the university will attend the meeting to provide additional information and answer questions from the Board.

### **Commissioner's Recommendations**

The Commissioner recommends approval of the proposed Authorizing Resolution to issue General Revenue bonds for the University of Utah.

### **Attachments**

April 22, 2020

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

Dear Commissioner Woostenhulme:

The purpose of this letter is to inform you of the University of Utah's plans to submit a bond parameters resolution (the "Resolution") to the State Board of Higher Education of the State of Utah (the "Board"), to be considered during its May 2021 meeting, for the issuance of a General Revenue Bond or Bonds on behalf of the University of Utah (the "University") for the purpose of (i) financing a portion of the costs to construct (a) a West Village Student Housing project (the West Village Project"), (b) the Impact-Epicenter Building project (the "Impact-Epicenter Project" and together with the West Village Project, the "Series 2021C Projects") together with other amounts necessary to pay costs of issuance, pay capitalized interest and fund any debt service reserve requirements, and (ii) refunding all or any portion of the outstanding bonds issued by the Board on behalf of the University (the "Refunding Authorization") together with other amounts necessary to pay costs of issuance and fund any debt service reserve requirements.

Details are as follows:

**Authorization to Bond up to \$125,800,000 for the Construction of the West Village Project.** The University plans to replace certain existing housing facilities in phases over the next decade, beginning with the demolition of buildings in the West Village Student Housing section and their replacement with graduate and family housing buildings. The graduate housing building will serve approximately 245 student residents with a projected occupancy of 96% in 146,590 square feet. The family housing buildings will serve approximately 400 students, 172 spouses and partners, and approximately 150 children in 295,180 square feet. The total cost of the project is approximately \$125.8 million.

The University received bonding authorization for this project during the 2021 Legislative Session of up to \$125.8 million, together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements. The University of Utah Board of Trustees (the "Board of Trustees") approved this bonding authorization in its April 13, 2021 meeting.

**Authorization to Bond up to \$85,700,000 for the Construction of the Impact-Epicenter Project.** The Impact-Epicenter Building will be a multi-use facility and include housing and two university centers—the existing Sorenson Impact Center and a new "Business, Health and Prosperity Center." The proposed facility will include 575 on-campus beds, primarily single occupancy, in a living-learning model that the Lassonde Studios pioneered. The facility will provide opportunities for collaboration between student living and the two centers, which are further able to leverage each other's capabilities, resources, and partnerships. The total cost of the project is approximately \$85.7 million.

The University received bonding authorization for this project during the 2021 Legislative Session of up to \$85.7 million, together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements. The Board of Trustees approved this bonding authorization in its April 13, 2021 meeting.

**Authorization to Bond up to \$100,000,000 for Refunding Outstanding Bonds.** The University is seeking approval from the Board to refund up to \$100.0 million for all or any portion of the outstanding bonds issued by the Board on behalf of the University prior to November 21, 2022, pursuant to certain parameters therein (including net present value savings of at least three percent) and such bonds may be issued in one or more series and combined with any other series of general revenue bonds.

Given current interest rates in today's municipal market, the University is seeking feedback and information from members of its Underwriting Pool relating to savings refunding opportunities that may exist among outstanding Bonds and which the University should strongly consider as part of its proposed Series 2021C General Revenue Bond issue.

The Board previously approved the bonding for the construction of the Medical Education and Discovery Complex ("MEDX") for up to \$137.5 million in its December 2020 meeting. The University did not bond for MEDX in its General Revenue and Refunding Bond Series 2021 A and B that closed in early February 2021 as it was determined that certain funding was not in place at the time. The University may include bonding for MEDX in an upcoming bond transaction if it is determined that such funding is in place.

It is the University's current plan to price the first series of bonds related to the Resolution in June/July 2021 and close the transaction shortly thereafter.

Please feel free to call me should you or others have questions about the details of this funding request.

Sincerely,



Cathy Anderson  
Chief Financial Officer

cc: Michael Good, Interim President  
Daniel Reed, Senior Vice President  
Richard Amon  
Blake Wade  
Kelly Murdock  
Robert Muir

# STIFEL

## PRELIMINARY FINANCING SUMMARY For

### Utah Board of Higher Education \$350,000,000\* UNIVERSITY OF UTAH General Revenue and Refunding Bonds Series 2021C (The “Series 2021C Bonds”)

---

Purpose:	To finance (1) The construction of the West Village Graduate and Family Student Housing (the “West Village Project”); (2) The construction of the Impact and Prosperity Epicenter Building (the “Impact-Epicenter Project”); and (3) The issuance of additional bonds for the purpose of refunding any bonds of the University; together with other amounts necessary to pay costs of issuance, pay capitalized interest and fund a debt service reserve requirement, if any.
Not-to-Exceed Par Amount:	<b>\$350,000,000 (\$125,800,000 for the West Village Project, \$85,700,000 for the Impact-Epicenter Project, and \$100,000,000 for renewed refunding authorization). The Series 2021C Bond issue may also include financing for the \$137,500,000 MEDX (Medical Education and Discovery Complex) project, bonding for which was previously approved by the Board in its December 2020 meeting. Inclusion of this project in the Series 2021C Bond is contingent upon the University finalizing donor gift agreements.</b>
Security:	The Series 2021C Bonds will be payable from and secured by a General Revenue pledge which consists of substantially all income and revenues of the University authorized to be pledged, with the exception of (i) legislative appropriations, (ii) tuition and certain fees, and (iii) certain other revenues and income.
Ratings:	‘Aa1’ and ‘AA+’ ratings <i>are expected</i> by Moody’s Investors Service and S&P Global Ratings, respectively.
Method of Sale:	Negotiated Public Offering

**Preliminary Financing Summary**  
**University of Utah Series 2021C Bonds**  
**Page 2 of 2**

True Interest Cost:	TBD (given current market volatility, a preliminary rate is difficult to determine)
Underwriters:	The University has not yet selected a firm or firms to serve as underwriters for the Series 2021C Bonds.
Sale Date:	TBD – Current Calendar calls for mid-July 2021, subject to market conditions and internal approvals.
Closing Date:	TBD – Current Calendar calls for settlement early August 2021
Principal Payment Dates:	August 1 of each year, beginning August 1, 2022*
Interest Payment Dates:	August 1 and February 1, beginning February 1, 2023*
Interest Basis:	30/360
Parameters:	Not-to-Exceed Par for the Projects: \$350,000,000 Not-to-Exceed Term: 32-years from the date of the Bond's issuance Not-to-Exceed Coupon: 5.00% Not-to-Exceed Discount from Par: 2.00%
Optional Redemption:	May be non-callable or callable (par or make-whole) at the option of the University, as determined at the time of the sale
University Contacts:	Ms. Cathy Anderson, Chief Financial Officer (801-581-6940)  Mr. Robert Muir, Executive Director – Debt and Asset Management (801-585-5598)
Bond Counsel:	Mr. Blake Wade, Gilmore & Bell (801-258-2725)
Municipal Advisor:	Mr. Kelly Murdock, Stifel, Nicolaus & Company (385-799-1734)

*\*Preliminary, subject to change*

APPROVING RESOLUTION  
UNIVERSITY OF UTAH  
-WEST VILLAGE STUDENT HOUSING  
-IMPACT-EPICENTER BUILDING  
-GENERAL REVENUE REFUNDING BONDS

May 21, 2021

The Utah Board of Higher Education (the “Board”) met in regular session by electronic means on May 21, 2021, commencing at 10:00 a.m. The following members were present:

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

Absent:

Also Present:

David R. Woolstenhulme	Commissioner of Higher Education
Geoffrey Landward	Secretary

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the agenda noted that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the Utah Board of Higher Education, University of Utah General Revenue and Refunding Bonds.

The following resolution was introduced in written form and after full discussion, pursuant to motion made by \_\_\_\_\_ and seconded by \_\_\_\_\_, was adopted by the following vote:

AYE:

NAY:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE UTAH BOARD OF HIGHER EDUCATION AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH GENERAL REVENUE AND REFUNDING BONDS, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$350,000,000 AUTHORIZING THE EXECUTION OF SUPPLEMENTAL INDENTURES, BOND PURCHASE AGREEMENTS, OFFICIAL STATEMENTS, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the Utah Board of Higher Education (the “Board”) is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended (the “Utah Code”); and

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code, the Board is authorized to act as the governing authority of the University of Utah (the “University”) for the purpose of exercising the powers contained in Title 53B, Chapter 21 and the specific authorizations of Section 63B-31-201(1) and 63B-31-201(2) of the Utah Code and the Utah Refunding Bond Act, Title 11, Chapter 27 of the Utah Code (the “Refunding Act” and collectively, the “Act”); and

WHEREAS, pursuant to a General Indenture of Trust dated as of July 1, 2013, between the Board (formerly known as the State Board of Regents of the State of Utah) and Wells Fargo Bank, N.A., as trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board has issued, for and on behalf of the University, various series of revenue bonds; and

WHEREAS, pursuant to Section 63B-31-201(1) of the Utah Code, the Board, for and on behalf of the University, is authorized to issue bonds for the purpose of constructing the West Village Graduate and Family Student Housing (the “West Village Project”) in an amount not to exceed \$125,800,000 for acquisition and construction proceeds, together with other amounts necessary to pay costs of issuance, pay capitalized interest and fund any debt service reserve requirements; and

WHEREAS, pursuant to Section 63B-31-201(2) of the Utah Code, the Board, for and on behalf of the University, is authorized to issue bonds in an amount not to exceed \$85,700,000 for the purpose of constructing the Impact and Prosperity Epicenter Building (the “Impact-Epicenter Project” and collectively with the West Village Project, the “Series 2021C Projects”), together with other amounts necessary to pay costs of issuance, pay capitalized interest and fund any debt service reserve requirements; and



WHEREAS, the Board now desires to authorize the issuance of additional bonds for the purpose of refunding any bonds of the University and paying costs of issuance related thereto in an amount not to exceed \$100,000,000; and

WHEREAS, to accomplish the purposes set forth in the preceding recitals, the Board desires to authorize and approve the issuance and sale of its University of Utah General Revenue and Refunding Bonds (with such additional or other title and/or series designation(s) as may be determined by the officers of the Board) in one or more series and to be issued from time to time (the "Bonds") in an aggregate principal amount of not to exceed \$350,000,000 pursuant to the General Indenture and one or more Supplemental Indentures of Trust between the Board and the Trustee (each a "Supplemental Indenture" and collectively with the General Indenture, the "Indenture"); and

WHEREAS, the Bonds shall be payable solely from the University's revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") to be entered into among the Board, the University and the underwriters or purchasers for the Bonds (the "Purchaser"), a form of a Preliminary Official Statement relating to the Bonds, in the event the Bonds are publicly sold (the "Preliminary Official Statement"), and a form of Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee of the Board, the authority to approve the interest rates, principal amount, terms, discounts, maturities, redemption features, and purchase prices at which the Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All actions heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statements substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Bonds, in the event the Bonds are publicly sold. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee of the Board and the

President and/or Chief Financial Officer of the University are hereby authorized to execute and deliver on behalf of the Board and the University final Official Statements in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize each Official Statement. The preparation, use and distribution of the Official Statements are also hereby authorized. The Board and the University may elect to privately place the Bonds with or without the use of an Official Statement.

Section 4. Supplemental Indentures in substantially the form presented to this meeting are in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee and Secretary of the Board and the President and/or Chief Financial Officer of the University are hereby authorized to execute and deliver the Supplemental Indentures in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) financing the cost of the Series 2021C Projects (including capitalized interest), (ii) refunding all or any portion of the outstanding bonds issued by the Board on behalf of the University and (iii) paying costs of issuance of the Bonds, the Board hereby authorizes the issuance of the Bonds, from time to time and in one or more series, in the aggregate principal amount of not to exceed \$350,000,000. The Bonds shall mature on such date or dates, be subject to redemption, and bear interest at the rates as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah. The Bonds authorized herein may be issued in one or more series and may be combined with any other series of general revenue bonds of the University, and issued from time to time and at any time within the 18 months following the adoption of this Resolution.

Section 6. The form, terms and provisions of the Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance and Facilities Committee and the Secretary of the Board and the President and/or Chief Financial Officer of the University are hereby authorized to execute and seal by manual or facsimile signature the Bonds and to deliver the Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Bonds in accordance with the provisions of the Indenture.

Section 7. Bond Purchase Agreements in substantially the form presented to this meeting are hereby authorized, approved and confirmed. The Chair or Vice Chair of

the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Chief Financial Officer of the University are hereby authorized to execute and deliver the Bond Purchase Agreements in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Chief Financial Officer of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase prices with respect to the Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the related Bond Purchase Agreement and Supplemental Indenture. In the event that the foregoing officers determine that all or any portion of the Bonds should be privately placed, the Bond Purchase Agreements and Supplemental Indentures may be modified to conform to the agreement with such Purchasers, including agreement to pay breakage fees, default rates, taxable rates and other similar provisions customary in such placements, provided that such obligations are limited to the sources provided under the Indenture.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President and/or Chief Financial Officer of the University are authorized to make any alterations, changes or additions to the Indenture, the Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement, or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States or to permit the private placement or public sale of the Bonds, to conform such documents to the terms established for the Bonds and to update such documents with current information and practices.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and/or Chief Financial Officer of the University, are hereby authorized and directed to (i) execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents (including escrow agreements for certain refundings) and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein and (ii) take all action necessary or reasonably required by the Indenture, the Preliminary Official Statement, the Official Statement, or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 10. Upon their issuance, the Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Bonds, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 11. In accordance with the provisions of the Refunding Act, the Board shall cause the following “Notice of Bonds to be Issued” to be (i) published one (1) time in the Deseret News, a newspaper of general circulation in the State of Utah, (ii) posted on the Utah Public Notice Website (<http://pmn.utah.gov>) and (iii) posted on the Utah Legal Notices website ([www.utahlegals.com](http://www.utahlegals.com)) created under Section 45-1-101, Utah Code Annotated 1953, as amended, and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board’s office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The “Notice of Bonds to be Issued” shall be in substantially the following form:

NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on May 21, 2021, the Utah Board of Higher Education (the “Board”) adopted a resolution (the “Resolution”) in which it authorized (among other bonds) the issuance of the Board’s University of Utah General Revenue and Refunding Bonds (with such other or further designation as the officers of the Board may determine) (the “Bonds”) in the aggregate principal amount of not to exceed one hundred million dollars (\$100,000,000) to bear interest at a rate or rates of not to exceed five percent (5.0%) per annum, to mature not later than thirty-five (35) years from the date thereof and to be sold at a price or prices not less than 98% of the total principal amount thereof, for the purpose of refunding any portion of the Board’s outstanding revenue bonds issued to finance facilities and improvements for the University of Utah (the “University) and pay costs of issuance.

The Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of a General Indenture of Trust previously executed by the Board and the University and a Supplemental Indenture of Trust (collectively, the “Indenture”).

The Bonds are secured by a pledge of revenues of the University auxiliary and campus facilities system, hospital system, research facilities and other legally available moneys of the University (as described in the Indenture).

A copy of the Resolution and the Indenture are on file in the office of the Board at 60 South 400 West, 5<sup>th</sup> Floor, Salt Lake City, Utah, where they may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture (but only as it relates to the Bonds), or the Bonds, or any provision made for the security and payment of the Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this May 21, 2021.

\_\_\_\_\_  
/s/ Geoffrey Landward  
Secretary

Section 12. After the Bonds are delivered by the Trustee to or for the account of the Purchaser and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 13. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 14. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 15. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE UTAH BOARD OF HIGHER  
EDUCATION THIS MAY 21, 2021.

UTAH BOARD OF HIGHER EDUCATION

---

Chair

ATTEST:

---

Secretary

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

---

Chair

ATTEST:

---

Secretary



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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on May 21, 2021 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this May 21, 2021.

---

Secretary

(SEAL)

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

I, Geoffrey Landward, the undersigned, the duly qualified and acting Secretary of the Utah Board of Higher Education, do hereby certify, according to the records of said Utah Board of Higher Education in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the May 21, 2021 public meeting held by the Members of the Utah Board of Higher Education by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1 to be: (i) posted at the principal office of the Utah Board of Higher Education at 60 South 400 West, Salt Lake City, Utah, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the Utah Board of Higher Education until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the Utah Board of Higher Education, pursuant to their subscription to the Utah Public Notice Website (<http://pmn.utah.gov>), and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the Utah Board of Higher Education;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2020-2021 Annual Meeting Schedule of the Utah Board of Higher Education was given, specifying the date, time and place of the regular meetings of the Utah Board of Higher Education scheduled to be held during said years, by causing a Notice of Annual Meeting Schedule for the Utah Board of Higher Education, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the Utah Board of Higher Education at 60 South 400 West, Salt Lake City, Utah in June 2020; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year, and (iii) provided to a newspaper of general circulation within the geographic jurisdiction of the Utah Board of Higher Education pursuant to its subscription to the Utah Public Notice Website (<http://pmn.utah.gov>); and

(c) the Utah Board of Higher Education has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Utah Board of Higher Education and to members of the public at least 24 hours before the meeting to allow members of the Utah Board of Higher Education and the public to participate in the meeting,

including a description of how they could be connected to the meeting. The Utah Board of Higher Education held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the Utah Board of Higher Education, this May 21, 2021.

(SEAL)

---

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. \_\_\_\_)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. \_\_\_\_)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE BONDS

Principal amount not to exceed	\$350,000,000
Interest rate not to exceed	5.0%
Discount from par not to exceed	2.0%
Final maturity not to exceed	Thirty Five (35) years from the date thereof
May be non-callable or callable at the option of University as determined at the time of sale	
Net Present Value Savings of at least 3% on refundings	



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB C

May 20, 2021

## Southern Utah University – Property Transactions

As required by [Board Policy R703, \*Acquisition of Real Property\*](#) and [Board Policy R704, \*Disposal of Real Property\*](#), Southern Utah University is notifying the Board of Higher Education that its Board of Trustees approved multiple property transactions with the Dixie and Anne Leavitt Family Foundation (DALFF) during their April 28, 2021 meeting. DALF has long been a partner in education with SUU and has provided both scholarship and capital contributions to the university. The requested property transactions will be mutually beneficial.

The central purpose of these transactions is to acquire the Leavitt Group corporate headquarters complex, southeast of campus with 31,200 square feet, to allow the university to move administrative personnel from central campus and free up valuable space for academic offices. Additional property acquisitions and disposals (through transfer) are described in detail in the submittal request from the university. These property transactions will address the university's growing space needs, eliminate the expense of several leased properties, and provide for future student housing. The net cost to the university will be \$3,568,300, which will be funded by non-appropriated institutional funds.

### **Commissioner's Recommendations**

The Commissioner recommends the Board authorize the multiple property transactions between Southern Utah University and the Dixie and Anne Leavitt Family Foundation as described in the accompanying documents.

### **Attachments**



April 29, 2021

Dave R. Woolstenhulme, Commissioner  
Utah System of Higher Education  
60 South 400 West  
Salt Lake City, UT 84101

Dear Commissioner Woolstenhulme:

Southern Utah University (SUU) and the Dixie and Anne Leavitt Family Foundation (DALFF) have long been partners in education. Through their foundation and individually, the Leavitt family has provided over \$12 million in student scholarships and contributions to numerous buildings and programs. For the past six months I have been actively engaged in discussions with the Leavitt family for a property transaction that will address the University's growing space needs, eliminate the expense of several leased properties, and aid in additional student housing to help meet growing needs.

The SUU Board of Trustees approved the transactions outlined within this proposal at their April 28, 2021 meeting. The University Administration is now seeking approval from the Board of Higher Education for the concepts outlined within, which includes multiple property transactions.

### **Background Items**

The following key points set the stage for this proposed transaction.

- 1) President Wyatt's primary initiatives include growing enrollment through various modalities, increasing the retention rates of those who choose SUU, making the SUU experience affordable, and increasing quality. Markers tracking progress for these initiatives are all positive. Since President Wyatt was appointed in 2014, SUU's enrollment has grown 58.5% from 8,200 to 12,998 students by fall 2020. Retention rates for each incoming cohort have steadily improved from 65.4% to a high of 74.1%. Tuition and fees have been held flat for three years. Over the same period of time the GPA of incoming freshman classes has risen from 3.40 to 3.58, further reinforcing our commitment to quality.
- 2) Accompanying growth comes strain on many resources. 78 new faculty positions have been funded since 2017, increasing the number of full-time faculty from 274 to 352 by FY2022. We've maintained our commitment to ensure each faculty member teaching on campus has a private office. Meeting this need has been an increasingly difficult challenge. The Dixie L. Leavitt School of Business outgrew its new building space just a few years after completion. Currently the MBA program is housed in the Bennion Building and newly appointed Business (and other) faculty are arriving this fall requiring additional office space. Further, student housing has increased but does not appear to be keeping pace with growing enrollments. SUU has, and continues to rely on the private sector to meet student housing needs. SUU is not planning to build any additional on-campus housing.
- 3) The Administration is striving to maximize space in the University's "academic core" (all facilities between 300 W to 800 W and University Blvd. to Thunderbird Way) for student services and

academic teaching. This proposal allows us to move a number of administrative offices out of the academic core, freeing up much needed space for the School of Business and incoming faculty.

### **Proposal**

Discussions over the winter with the Leavitt family and the Dixie and Anne Leavitt Family Foundation have brought us to a decision point. This concept strategically aligns the goals of SUU, the Leavitt family, and the Leavitt Family Foundation.

- 1) SUU proposes to acquire the Leavitt Group/Leavitt Land and Investment corporate headquarters complex located adjacent to campus at 200 W Thunderbird Way. This encompasses four buildings including 31,200 square feet of space and parking. (See map location A)
  - a) Acquiring this complex allows the University to relocate all of the staff offices currently occupying the first two floors of the Bennion Building which includes Accounting Services, Internal Audit, General Counsel, Purchasing, and Human Resources.
  - b) We also anticipate relocating the Counseling and Psychological Services Office into the headquarters building, and locating the University's new Doctor of Clinical Psychology (PsyD) program to an adjacent building. Creation of the PsyD program requires additional space for faculty offices, clinicals, and group sessions. Having these two offices side by side is a perfect solution.
- 2) SUU and DALFF agree to a number of land transfers allowing SUU to discontinue three building leases at an annual savings of \$265,700. (See map locations B, C, and D in green). University operations housed within these leased spaces include Counseling and Psychological Services, Utah Summer Games, Community Engagement Center, and International Recruiting/Services. Each of these offices will relocate to properties acquired through this transaction.
- 3) DALFF will transfer to SUU the following two properties:
  - a) Workman Home (See map location E). This home is the only property on the block not owned by the University. Acquisition of this property allows the University to convert a majority of the block to a much-needed campus parking lot.
  - b) Historic Home (See map location F). This home will be converted from a rental into office space for one of the displaced University programs.
- 4) SUU will transfer to DALFF the following three properties:
  - a) Ponderosa Terrace Apartments (See map location G). This University owned apartment building, with very limited parking, is 53 years old and needs to be retired. DALFF currently owns the property surrounding Ponderosa Terrace and will at some time demolish this building and others to construct new student housing.
  - b) The vacant Judd Lot (See map location H). This property, when combined with others, creates the potential for additional DALFF housing and/or parking.
  - c) Small Parking Lot (See map location I). DALFF owns a number of the bordering properties, which are bound on the south by a church. Additional student housing is being contemplated for this location as well.
- 5) The Dixie L. Leavitt School of Business is preparing to launch a fundraising campaign to generate approximately \$5.0 million to remodel the Bennion Building in a manner similar to our recent remodel of the Geoscience Building. At the appropriate time, SUU will engage the state Division of Facilities and Construction Management (DFCM) and architects to develop remodeling plans.

- 6) The table below outlines appraised property values tied to this proposal. Copies of appraisal letters establishing property values are included with this document. Since the Workman home was recently acquired by DALFF, the Commissioner's Office agreed to use the purchase price as its value. Due to 2021-22 academic year rental contracts in place for SUU, DALFF, and LLI properties, and to ensure no interruption to students, we will carefully coordinate the timing of asset transfers, purchase dates, management fees, and investment return between summer 2021 and August 2022.

### Property Values and Transactions between Entities

Purchase from Leavitt Land & I.	Property Acquisition	Acres	Bldg Sqft	Value
	Leavitt HQ Building	1.29	23,357	
	Woodbury Home	incl.	2,308	\$ 3,750,000
	Dane & Ruth Leavitt Home	0.40	3,848	
	Red Brick Building	incl.	1,705	\$ 600,000
	Total		31,218	\$ 4,350,000

DALFF & SUU Property Transfers	SUU Properties	Acres	Bldg Sqft	Value
	Ponderosa Apartments	0.28	9,746	\$(1,190,000)
	Harl & Ann Judd Vacant Lot	0.20	N/A	\$ (60,000)
	Small Parking Lot - 900 W	0.33	N/A	\$ (130,000)
	Subtotal			\$(1,380,000)
	DALFF Properties			
	Historic Home 300 West	0.32	2,623	\$ 400,000
	Dutch Workman Home 200 W	0.18	1,900	\$ 380,700
	Subtotal			\$ 780,700
	Boot Payment from DALFF to SUU			\$ 599,300
Lease Savings, Transition Fees, Return (Net)			\$ (182,400)	
<b>Net Cost to SUU</b>			<b>\$ 3,568,300</b>	

Circumstances related to the COVID pandemic have, in part, made possible this series of transactions. The Leavitt Group desires to construct a new corporate office building in Cedar City. With half of their corporate employees working from home, the Leavitt Group can relocate remaining staff into the leased space SUU is vacating while they build a new facility. SUU gains historic office space adjacent to campus, a home for the new PsyD Program, space within the academic core for expansion of the Business School, and realigns property for the Leavitt Foundation to construct additional student housing.




I look forward to our discussion and the opportunity to respond to any questions that may arise from this proposal.

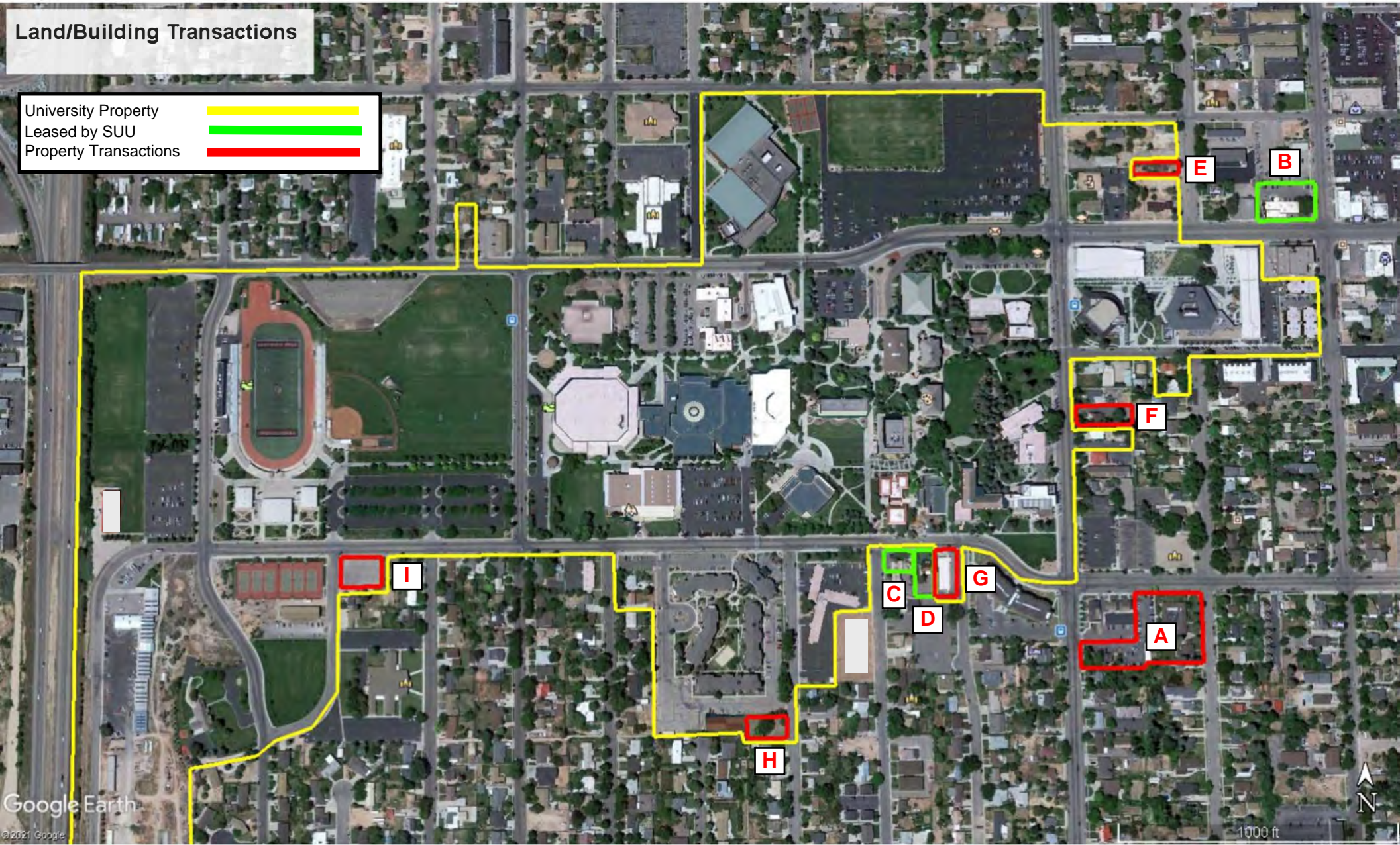
Sincerely,



Marvin L. Dodge  
Vice President

# Land/Building Transactions

University Property	
Leased by SUU	
Property Transactions	





# HYMAS & ASSOCIATES

REAL ESTATE APPRAISALS

## Leavitt Group Office

216 S. 200 W.  
Cedar City, UT 84720



Prepared For  
Mr. Dane Leavitt  
Leavitt Land and Investment  
216 S. 200 W.  
Cedar City, UT 84720

Prepared By  
Hymas & Associates, LC  
Cody Hymas, MAI  
337 S. Main Street, Suite 122  
Cedar City, UT 84720  
File #:21CH152



Date of Report: April 14, 2020

Mr. Dane Leavitt  
Leavitt Land and Investment  
216 S. 200 W.  
Cedar City, UT 84720

Re: Leavitt Group Office  
216 S. 200 W.  
Cedar City, UT 84720  
Appraisers' File #21CH152  
Tax ID No. B-0220-0000-0000

Dear Mr. Leavitt,

At your request, I have appraised the property referenced above to form an opinion of the 'as is' market value of the Fee Simple Interest. I, Cody Hymas, MAI, observed the subject of this appraisal on March 30, 2021. The results of the appraisal are presented in the following Appraisal Report which sets forth the most pertinent data gathered, the techniques employed, and the reasoning leading to my value opinions.

The subject of this appraisal report is the Leavitt Group Office located at 216 S. 200 W. in Cedar City, Iron County, Utah. The subject is further identified by assessor parcel number B-0220-0000-0000. This parcel has a site size of 1.29 acres and has an irregular shape. The site has a generally level topography and is near grade of adjoining streets and properties. The subject is a corner lot and has asphalt paved access from 200 West and Thunderbird Way with 153 feet of frontage along 200 West and 229 feet of frontage along Thunderbird Way. The site has soils that are assumed to be adequate for supporting development and is located outside of the flood hazard zone. All utilities are to the site and the subject site appears to be fully usable. The site is improved with the Leavitt Group Office building and a residential improvement being used for a student rental.

The Leavitt Group office building is a 23,357 square foot Class B office improvement that was constructed in 1923 and underwent extensive renovations most recently in 2002 and 2008. The Leavitt Group office has three stories with a small area of the fourth floor finished. The improvement has a brick and wood framed construction with an asphalt shingle roof. The interior is finished with commercial grade carpet, vinyl, and marble tile floors, painted drywall walls, and suspended acoustic tile ceilings. The Leavitt Group office building has an average quality of construction and good condition given the age of the improvement and recent renovations and updating.

The residential improvement is a 2,308 square foot home that was constructed in 1902 and remodeled in 1985. The residence has two stories above grade and a finished basement. The improvement has a rock foundation, brick and masonite exterior, and asphalt shingle roof. The interior is finished with carpet and vinyl flooring and painted drywall walls and ceilings. The residential improvement has an average quality of construction and average condition.

I developed my analyses, opinions, and conclusions and prepared this report in conformity with the Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation; the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute; and the requirements of my client as I understand them.

Mr. Dane Leavitt is the client in this assignment and Leavitt Group Enterprises, Leavitt Land and Investment, Dixie and Anne Leavitt Family Foundation, and Southern Utah University are the sole intended users of the appraisal report. The intended use is to assist with internal negotiations. The value opinions reported herein are subject to the definitions, assumptions and limiting conditions, and certification contained in this report.

This appraisal does not rely on any extraordinary assumptions but does rely on the following hypothetical condition:

- The Leavitt Group Office is currently leased between entities with common ownership and the lease is not arm's length. Further, the lease is assumed to be able to be extinguished at either party's discretion at any time. This appraisal report relies on the hypothetical condition that the Leavitt Group Office property is not subject to a lease and the fee simple interest is valued.

The use of the hypothetical condition might have affected the assignment results.

Based upon my examination and study of the property and the market in which it competes and subject to the hypothetical condition and limiting conditions contained later in this report, market value of the 'as is' Fee Simple Interest as of March 30, 2021, is as follows:

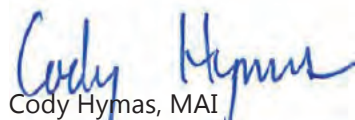
**\$3,750,000**  
**Three Million Seven Hundred Fifty Thousand Dollars**

### **Novel Coronavirus (COVID-19)**

The outbreak of the Novel Coronavirus (COVID-19) declared by the World Health Organization as a global pandemic on March 11, 2020 is causing heightened uncertainty in local, national, and global markets. Many countries globally have implemented additional border control measures, strict travel restrictions, and a range of quarantine measures. The effect COVID-19 will have on the real estate markets in Southern Utah is currently unknown and will largely depend on the scale and longevity of the pandemic. Since limited market data is available since the onset of the pandemic, the impact on the real estate market remains relatively undetermined and uncertain. I have interviewed numerous real estate professionals, market participants, and developers in the area, as well as I have participated in several national webinars. Locally, most agree that the Novel Coronavirus has not negatively impacted the market, with exception of the hospitality and service industries which has been negatively impacted. Relying on my interviews with real estate professionals, market participants, and developers as well as any market data derived since March 11, 2020, the market in Southern Utah appears to be remaining rather stable currently, although the market is fluid and can act quickly and rational or irrational in the future. Given the uncertainty in the market, I highly recommend that you the client should be cautious when relying upon this valuation. I make every effort to provide the most recent market derived data, but the lack of data since the COVID-19 outbreak is a concern. Market derived data and conclusions are likely to change more rapidly now than during standard or typical market conditions and I recommend that you keep the valuation of this property under frequent review.

This letter of transmittal must be accompanied by all sections of this report as outlined in the Table of Contents, for the value opinions set forth above to be valid.

Respectfully submitted,  
Hymas & Associates, LC



Cody Hymas, MAI  
UT State Certified General Appraiser  
UT #5504978-CG00 Expires April 30, 2022



# HYMAS & ASSOCIATES

REAL ESTATE APPRAISALS

## 200 West Residence

242 S. 200 W.  
Cedar City, UT 84720



Prepared For  
Mr. Dane Leavitt  
Leavitt Land and Investment  
216 S. 200 W.  
Cedar City, UT 84720

Prepared By  
Hymas & Associates, LC  
Cody Hymas, MAI  
337 S. Main Street, Suite 122  
Cedar City, UT 84720  
File #:21CH153R





Date of Report: April 24, 2021

Mr. Dane Leavitt  
Leavitt Land and Investment  
216 S. 200 W.  
Cedar City, UT 84720

Re: 200 West Residence  
242 S. 200 W.  
Cedar City, UT 84720  
Appraisers' File #21CH153R  
Tax ID No. B-0220-0001-0000

Dear Mr. Leavitt,

At your request, I have appraised the property referenced above to form an opinion of the 'as is' market value of the Fee Simple Interest. I, Cody Hymas, MAI, observed the subject of this appraisal on March 30, 2021. The results of the appraisal are presented in the following Appraisal Report which sets forth the most pertinent data gathered, the techniques employed, and the reasoning leading to my value opinions.

The subject of this appraisal report is the 200 West Residence located at 242 S. 200 W. in Cedar City, Iron County, Utah. The subject is further identified by assessor parcel number B-0220-0001-0000. The subject site is 0.40 acres in size, has a rectangular shape, and is generally level and near grade of adjoining streets and properties. The site has all utilities, an average view, and access from an easement on the adjoining property connecting the subject to 200 West. Additionally, the site has soils that are capable of supporting development, is located outside of the flood hazard area, and appears to be fully usable. The subject site is improved with a single-family residence and a detached apartment and studio. The single family residence was constructed in 1925, has two stories and a finished basement, and consists of 2,775 square feet above grade with a 1,073 square foot basement. This improvement has a poured concrete foundation and brick and wood framed construction with a brick and wood exterior. The interior has painted drywall walls and ceilings with carpet and laminate flooring. The residence has five bedrooms, three and a half bathrooms, and multiple living areas and contains encased fluorescent and mounted lighting fixtures. The detached apartment was constructed in 1925 and has a gross building area of 1,705 square feet with 1,220 square feet used as a two-bedroom apartment and 485 square feet used as a studio apartment. The apartment improvement has a rock and wood exterior with an asphalt shingle and rolled membrane roof. Both the apartment and studio have painted drywall walls with both painted drywall and popcorn ceilings, and carpet and vinyl flooring. Overall, the improvements have an average quality and good condition.

I developed my analyses, opinions, and conclusions and prepared this report in conformity with the Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation; the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute; and the requirements of my client as I understand them.

Mr. Dane Leavitt is the client in this assignment and Leavitt Group Enterprises, Leavitt Land and Investment, Dixie and Anne Leavitt Family Foundation, and Southern Utah University are the intended users of the appraisal report. The intended use of this appraisal report is to assist with internal negotiations. The value opinions reported herein are subject to the definitions, assumptions and limiting conditions, and certification contained in this report.

This appraisal report relies on the following hypothetical condition:

- The subject parcel has some utilities shared with the adjoining parcel. This appraisal report relies on the hypothetical condition that all utilities are located on the subject property.

This appraisal report relies on the following extraordinary assumption:

- The subject parcel currently has access via an access easement within an adjoining parcel. This appraisal report relies on the extraordinary assumption that the subject site could have legal access from the subject parcel.

The use of the hypothetical condition and extraordinary assumption might have affected the assignment results.

Based upon my examination and study of the property and the market in which it competes and subject to the hypothetical condition, extraordinary assumption, and limiting conditions contained later in this report, market value of the 'as is' Fee Simple Interest as of March 30, 2021, is as follows:

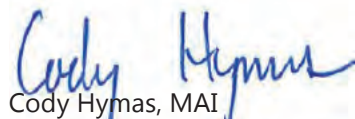
**\$600,000**  
**Six Hundred Thousand Dollars**

#### **Novel Coronavirus (COVID-19)**

The outbreak of the Novel Coronavirus (COVID-19) declared by the World Health Organization as a global pandemic on March 11, 2020 is causing heightened uncertainty in local, national, and global markets. Many countries globally have implemented additional border control measures, strict travel restrictions, and a range of quarantine measures. The effect COVID-19 will have on the real estate markets in Southern Utah is currently unknown and will largely depend on the scale and longevity of the pandemic. Since limited market data is available since the onset of the pandemic, the impact on the real estate market remains relatively undetermined and uncertain. I have interviewed numerous real estate professionals, market participants, and developers in the area, as well as I have participated in several national webinars. Locally, most agree that the Novel Coronavirus has not negatively impacted the market, with exception of the hospitality and service industries which has been negatively impacted. Relying on my interviews with real estate professionals, market participants, and developers as well as any market data derived since March 11, 2020, the market in Southern Utah appears to be remaining rather stable currently, although the market is fluid and can act quickly and rational or irrational in the future. Given the uncertainty in the market, I highly recommend that you the client should be cautious when relying upon this valuation. I make every effort to provide the most recent market derived data, but the lack of data since the COVID-19 outbreak is a concern. Market derived data and conclusions are likely to change more rapidly now than during standard or typical market conditions and I recommend that you keep the valuation of this property under frequent review.

This letter of transmittal must be accompanied by all sections of this report as outlined in the Table of Contents, for the value opinions set forth above to be valid.

Respectfully submitted,  
Hymas & Associates, LC



Cody Hymas, MAI  
UT State Certified General Appraiser  
UT #5504978-CG00 Expires April 30, 2022



# HYMAS & ASSOCIATES

REAL ESTATE APPRAISALS

## Ponderosa Apartment

200 S. Dewey Ave.  
Cedar City, UT 84720



Prepared For  
Mr. Dane Leavitt  
Leavitt Land and Investment  
216 S. 200 W.  
Cedar City, UT 84720

Prepared By  
Hymas & Associates, LC  
Cody Hymas, MAI  
337 S. Main Street, Suite 122  
Cedar City, UT 84720  
File #:21CH155R



Date of Report: April 23, 2021

Mr. Dane Leavitt  
Leavitt Land and Investment  
216 S. 200 W.  
Cedar City, UT 84720

Re: Ponderosa Apartment  
200 S. Dewey Ave.  
Cedar City, UT 84720  
Appraisers' File #21CH155R  
Tax ID No. B-1015-0000-0000

Dear Mr. Leavitt,

At your request, I have appraised the property referenced above to form an opinion of the 'as is' market value of the going concern of the Leased Fee Interest. I, Cody Hymas, MAI, observed the subject of this appraisal on April 16, 2021. The results of the appraisal are presented in the following Appraisal Report which sets forth the most pertinent data gathered, the techniques employed, and the reasoning leading to my value opinions.

The subject of this appraisal report is the Ponderosa Apartment located at 200 S. Dewey Ave. in Cedar City, Iron County, Utah. The subject is further identified by assessor parcel number B-1015-0000-0000. The subject consists of a single parcel that is 0.28 acres in size. The site is generally level, albeit slightly below grade of Dewey Avenue. The site is a corner parcel with 164' of frontage along Dewey Avenue and 75' of frontage along Thunderbird Way. The site has asphalt paved access, all utilities, soils that are assumed to be capable of supporting development, and located outside of the flood hazard area. The site has average physical features and appears to be fully usable. The site is improved with the Ponderosa Apartment, a 9-unit student housing apartment. The improvement was constructed in 1968, has three stories including the basement, and a gross building area of 9,746 square feet. The improvement consists of six three-bedroom units with 961 square feet and three four-bedroom units with 1,240 square feet. Each unit has three or four bedrooms, one bathroom, a living area, and a kitchen. The improvement has a poured concrete foundation, brick construction, and a membrane roof. The improvement has an average quality and condition.

I developed my analyses, opinions, and conclusions and prepared this report in conformity with the Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation; the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute; and the requirements of my client as I understand them.

Mr. Dane Leavitt is the client in this assignment and Leavitt Group Enterprises, Leavitt Land and Investment, Dixie and Anne Leavitt Family Foundation, and Southern Utah University are the sole intended users of the appraisal report. The intended use is for assist with internal negotiations. The value opinions reported herein are subject to the definitions, assumptions and limiting conditions, and certification contained in this report.

This appraisal report does not rely on any hypothetical conditions but does rely on the following extraordinary assumption:

- I inspected the interior of a representative sample of the subject units. The units inspected had the same floor plan (three and four bedrooms) and a similar quality, condition, and overall appeal. This appraisal report relies on the extraordinary assumption that the subject units not inspected have a similar layout, quality, condition, and overall appeal as the subject units inspected.

The use of the extraordinary assumption might have affected the assignment results.

Based upon my examination and study of the property and the market in which it competes and subject to the extraordinary assumption and limiting conditions contained later in this report, 'as is' market value of the going concern of the Interest as of Leased Fee Interest as of April 16, 2021, is as follows:

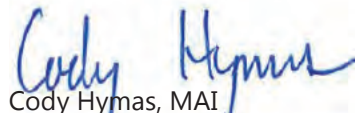
Market Value Conclusion	
Appraisal Premise	'As Is'
Effective Date	4/16/2021
Property Rights Conveyed	Leased Fee
Real Property	\$1,156,000
Furniture, Fixtures, & Equipment	<u>\$34,000</u>
Market Value of the Going Concern	<u>\$1,190,000</u>

### Novel Coronavirus (COVID-19)

The outbreak of the Novel Coronavirus (COVID-19) declared by the World Health Organization as a global pandemic on March 11, 2020 is causing heightened uncertainty in local, national, and global markets. Many countries globally have implemented additional border control measures, strict travel restrictions, and a range of quarantine measures. The effect COVID-19 will have on the real estate markets in Southern Utah is currently unknown and will largely depend on the scale and longevity of the pandemic. Since limited market data is available since the onset of the pandemic, the impact on the real estate market remains relatively undetermined and uncertain. I have interviewed numerous real estate professionals, market participants, and developers in the area, as well as I have participated in several national webinars. Locally, most agree that the Novel Coronavirus has not negatively impacted the market, with exception of the hospitality and service industries which has been negatively impacted. Relying on my interviews with real estate professionals, market participants, and developers as well as any market data derived since March 11, 2020, the market in Southern Utah appears to be remaining rather stable currently, although the market is fluid and can act quickly and rational or irrational in the future. Given the uncertainty in the market, I highly recommend that you the client should be cautious when relying upon this valuation. I make every effort to provide the most recent market derived data, but the lack of data since the COVID-19 outbreak is a concern. Market derived data and conclusions are likely to change more rapidly now than during standard or typical market conditions and I recommend that you keep the valuation of this property under frequent review.

This letter of transmittal must be accompanied by all sections of this report as outlined in the Table of Contents, for the value opinions set forth above to be valid.

Respectfully submitted,  
Hymas & Associates, LC



Cody Hymas, MAI  
UT State Certified General Appraiser  
UT #5504978-CG00 Expires April 30, 2022



# HYMAS & ASSOCIATES

REAL ESTATE APPRAISALS

## Judd Vacant Lot

296 S. 500 W.  
Cedar City, UT 84720



Prepared For  
Mr. Marvin Dodge  
Southern Utah University  
351 W. University Blvd.  
Cedar City, UT 84720

Prepared By  
Hymas & Associates, LC  
Cody Hymas, MAI  
337 S. Main Street, Suite 122  
Cedar City, UT 84720  
File #:21CH156



Date of Report: April 23, 2021

Mr. Marvin Dodge  
Southern Utah University  
351 W. University Blvd.  
Cedar City, UT 84720

Re: Judd Vacant Lot  
296 S. 500 W.  
Cedar City, UT 84720  
Appraisers' File #21CH156  
Tax ID No. B-1081-0000-0000

Dear Mr. Dodge,

At your request, I have appraised the property referenced above to form an opinion of the 'as is' market value of the Fee Simple Interest. I, Cody Hymas, MAI, observed the subject of this appraisal on April 14, 2021. The results of the appraisal are presented in the following Appraisal Report which sets forth the most pertinent data gathered, the techniques employed, and the reasoning leading to my value opinions.

The subject of this appraisal report is the Judd Vacant Lot located at 296 S. 500 W. in Cedar City, Iron County, Utah. The subject is further identified by assessor parcel number B-1081-0000-0000. The subject of this appraisal report is a vacant multi-family residential building site. The subject consists of a single parcel that is 0.20 acre in size, has a rectangular shape, and is generally level and near grade of the adjoining street and properties. The site has asphalt paved access from 500 West and 66' of frontage. The site has soils that are assumed to be capable of supporting development, is located outside of the flood hazard zone, and has all utilities to the site. The site has average physical features and appears to be fully usable.

I developed my analyses, opinions, and conclusions and prepared this report in conformity with the Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation; the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute; and the requirements of my client as I understand them.

Mr. Marvin Dodge is the client in this assignment and Leavitt Group Enterprises, Leavitt Land and Investment, Dixie and Anne Leavitt Family Foundation, and Southern Utah University are the sole intended users of the appraisal report. The intended use is to assist with internal negotiations. The value opinions reported herein are subject to the definitions, assumptions and limiting conditions, and certification contained in this report.

This appraisal report does not rely on any hypothetical conditions or extraordinary assumptions.

Based upon my examination and study of the property and the market in which it competes and subject to the limiting conditions contained later in this report, market value of the 'as is' Fee Simple Interest as of April 14, 2021, is as follows:

**\$60,000**  
**Sixty Thousand Dollars**

**Novel Coronavirus (COVID-19)**

The outbreak of the Novel Coronavirus (COVID-19) declared by the World Health Organization as a global pandemic on March 11, 2020 is causing heightened uncertainty in local, national, and global markets. Many countries globally have implemented additional border control measures, strict travel restrictions, and a range of quarantine measures. The effect COVID-19 will have on the real estate markets in Southern Utah



Mr. Marvin Dodge  
Southern Utah University  
April 23, 2021

is currently unknown and will largely depend on the scale and longevity of the pandemic. Since limited market data is available since the onset of the pandemic, the impact on the real estate market remains relatively undetermined and uncertain. I have interviewed numerous real estate professionals, market participants, and developers in the area, as well as I have participated in several national webinars. Locally, most agree that the Novel Coronavirus has not negatively impacted the market, with exception of the hospitality and service industries which has been negatively impacted. Relying on my interviews with real estate professionals, market participants, and developers as well as any market data derived since March 11, 2020, the market in Southern Utah appears to be remaining rather stable currently, although the market is fluid and can act quickly and rational or irrational in the future. Given the uncertainty in the market, I highly recommend that you the client should be cautious when relying upon this valuation. I make every effort to provide the most recent market derived data, but the lack of data since the COVID-19 outbreak is a concern. Market derived data and conclusions are likely to change more rapidly now than during standard or typical market conditions and I recommend that you keep the valuation of this property under frequent review.

This letter of transmittal must be accompanied by all sections of this report as outlined in the Table of Contents, for the value opinions set forth above to be valid.

Respectfully submitted,  
Hymas & Associates, LC

A handwritten signature in blue ink that reads 'Cody Hymas'.

Cody Hymas, MAI  
UT State Certified General Appraiser  
UT #5504978-CG00 Expires April 30, 2022





# HYMAS & ASSOCIATES

REAL ESTATE APPRAISALS

**SUU Parking Lot**  
Approximately 223 S. 1025 W.  
Cedar City, UT 84720



Prepared For  
Mr. Marvin Dodge  
Southern Utah University  
351 W. University Blvd.  
Cedar City, UT 84720

Prepared By  
Hymas & Associates, LC  
Cody Hymas, MAI  
337 S. Main Street, Suite 122  
Cedar City, UT 84720  
File #:21CH157



Date of Report: April 23, 2021

Mr. Marvin Dodge  
Southern Utah University  
351 W. University Blvd.  
Cedar City, UT 84720

Re: SUU Parking Lot  
Approximately 223 S. 1025 W.  
Cedar City, UT 84720  
Appraisers' File #21CH157  
Tax ID No. B-1115-0018-0000 & B-1115-0024-0000

Dear Mr. Dodge,

At your request, I have appraised the properties referenced above to form an opinion of the 'as is' market value of the Fee Simple Interest. I, Cody Hymas, MAI, observed the subject of this appraisal on April 14, 2021. The results of the appraisal are presented in the following Appraisal Report which sets forth the most pertinent data gathered, the techniques employed, and the reasoning leading to my value opinions.

The subject of this appraisal report is a SUU Parking Lot located at approximately 223 S. 1025 W. in Cedar City, Iron County, Utah. The subject is further identified by assessor parcel numbers B-1115-0018-0000 and B-1115-0024-0000. The subject of this appraisal report consists of two contiguous parcels that currently are being utilized as a parking lot. The subject site has a total site size of 0.33 acres, has a rectangular shape, and is generally level and near grade of adjoining streets and properties. The site is located at the southeast corner of 1025 West and Thunderbird Way. The site has asphalt paved access from a single curb cut along 1025 West. The site has 85' of frontage along 1025 West and 125' of frontage along Thunderbird Way. The site has soils that are assumed to be capable of supporting development, is located outside of the flood hazard zone, and has all utilities to the site. The site has average physical features and appears to be fully usable. As of the effective date of this appraisal report, the site is completely asphalt paved and currently used as a parking lot. As paid parking is atypical in the market with any income generated parking significantly lower than the value of the site as vacant, the highest and best use of the site is for multi-family residential development.

I developed my analyses, opinions, and conclusions and prepared this report in conformity with the Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation; the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute; and the requirements of my client as I understand them.

Mr. Marvin Dodge is the client in this assignment and Leavitt Group Enterprises, Leavitt Land and Investment, Dixie and Anne Leavitt Family Foundation, and Southern Utah University are the sole intended users of the appraisal report. The intended use is to assist with internal negotiations. The value opinions reported herein are subject to the definitions, assumptions and limiting conditions, and certification contained in this report.

This appraisal report does not rely on any hypothetical conditions or extraordinary assumptions.

Based upon my examination and study of the property and the market in which it competes and subject to the limiting conditions contained later in this report, market value of the 'as is' Fee Simple Interest as of April 14, 2021, is as follows:

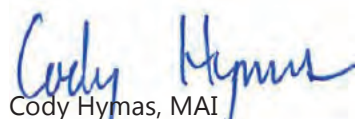
<b>Conclusion of Market Value</b>	
Site - Consisting of 0.33 Acre	\$100,000
Contributory Value of Asphalt	<u>\$30,000</u>
<b>Market Value of Subject Site</b>	<b>\$130,000</b>

### **Novel Coronavirus (COVID-19)**

The outbreak of the Novel Coronavirus (COVID-19) declared by the World Health Organization as a global pandemic on March 11, 2020 is causing heightened uncertainty in local, national, and global markets. Many countries globally have implemented additional border control measures, strict travel restrictions, and a range of quarantine measures. The effect COVID-19 will have on the real estate markets in Southern Utah is currently unknown and will largely depend on the scale and longevity of the pandemic. Since limited market data is available since the onset of the pandemic, the impact on the real estate market remains relatively undetermined and uncertain. I have interviewed numerous real estate professionals, market participants, and developers in the area, as well as I have participated in several national webinars. Locally, most agree that the Novel Coronavirus has not negatively impacted the market, with exception of the hospitality and service industries which has been negatively impacted. Relying on my interviews with real estate professionals, market participants, and developers as well as any market data derived since March 11, 2020, the market in Southern Utah appears to be remaining rather stable currently, although the market is fluid and can act quickly and rational or irrational in the future. Given the uncertainty in the market, I highly recommend that you the client should be cautious when relying upon this valuation. I make every effort to provide the most recent market derived data, but the lack of data since the COVID-19 outbreak is a concern. Market derived data and conclusions are likely to change more rapidly now than during standard or typical market conditions and I recommend that you keep the valuation of this property under frequent review.

This letter of transmittal must be accompanied by all sections of this report as outlined in the Table of Contents, for the value opinions set forth above to be valid.

Respectfully submitted,  
Hymas & Associates, LC



Cody Hymas, MAI  
UT State Certified General Appraiser  
UT #5504978-CG00 Expires April 30, 2022



# HYMAS & ASSOCIATES

REAL ESTATE APPRAISALS

## Leavitt 300 West Rental

107 S. 300 W.  
Cedar City, UT 84720



Prepared For  
Mr. Dane Leavitt  
Leavitt Land and Investment  
216 S. 200 W.  
Cedar City, UT 84720

Prepared By  
Hymas & Associates, LC  
Cody Hymas, MAI  
337 S. Main Street, Suite 122  
Cedar City, UT 84720  
File #:21CH154



Date of Report: April 14, 2021

Mr. Dane Leavitt  
Leavitt Land and Investment  
216 S. 200 W.  
Cedar City, UT 84720

Re: Leavitt 300 West Rental  
107 S. 300 W.  
Cedar City, UT 84720  
Appraisers' File #21CH154  
Tax ID No. B-0596-0000-0000

Dear Mr. Leavitt,

At your request, I have appraised the property referenced above to form an opinion of the 'as is' market value of the Fee Simple Interest. I, Cody Hymas, MAI, observed the subject of this appraisal on April 1, 2021. The results of the appraisal are presented in the following Appraisal Report which sets forth the most pertinent data gathered, the techniques employed, and the reasoning leading to my value opinions.

The subject of this appraisal report is the Leavitt 300 West Rental located at 107 S. 300 W. in Cedar City, Iron County, Utah. The subject is further identified by assessor parcel number B-0596-0000-0000. The subject site is 0.32 acres in size, has a rectangular shape, and is generally level and near grade of adjoining streets and properties. The site has all utilities, an average view, and access from 300 West. The site appears to be fully usable and is located directly across the street from Southern Utah University. The site is improved with a single-family residence that is currently being used as a student rental property. The improvement was constructed in 1903, has two stories and a small sublevel storage, and consists of 2,623 square feet. The improvement has a poured concrete foundation and wood framed construction with brick and plaster exterior. The improvement has six bedrooms, four full bathrooms, and multiple common areas. The interior has painted drywall and bead board walls and painted drywall ceilings. The residence has mounted lighting fixtures and wall unit HVAC systems. The improvement appears to have an average quality and condition given the era of construction and age of the structure.

I developed my analyses, opinions, and conclusions and prepared this report in conformity with the Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation; the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute; and the requirements of my client as I understand them.

Mr. Dane Leavitt is the client in this assignment and Leavitt Group Enterprises, Leavitt Land and Investment, Dixie and Anne Leavitt Family Foundation, and Southern Utah University are the sole intended users of the appraisal report. The intended use is to assist with internal negotiations. The value opinions reported herein are subject to the definitions, assumptions and limiting conditions, and certification contained in this report.

This appraisal report does not rely on any hypothetical conditions or extraordinary assumptions.

Based upon my examination and study of the property and the market in which it competes and subject to the limiting conditions contained later in this report, market value of the 'as is' Fee Simple Interest as of April 1, 2021, is as follows:

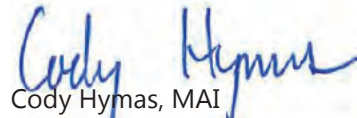
**\$400,000**  
**Four Hundred Thousand Dollars**

**Novel Coronavirus (COVID-19)**

The outbreak of the Novel Coronavirus (COVID-19) declared by the World Health Organization as a global pandemic on March 11, 2020 is causing heightened uncertainty in local, national, and global markets. Many countries globally have implemented additional border control measures, strict travel restrictions, and a range of quarantine measures. The effect COVID-19 will have on the real estate markets in Southern Utah is currently unknown and will largely depend on the scale and longevity of the pandemic. Since limited market data is available since the onset of the pandemic, the impact on the real estate market remains relatively undetermined and uncertain. I have interviewed numerous real estate professionals, market participants, and developers in the area, as well as I have participated in several national webinars. Locally, most agree that the Novel Coronavirus has not negatively impacted the market, with exception of the hospitality and service industries which has been negatively impacted. Relying on my interviews with real estate professionals, market participants, and developers as well as any market data derived since March 11, 2020, the market in Southern Utah appears to be remaining rather stable currently, although the market is fluid and can act quickly and rational or irrational in the future. Given the uncertainty in the market, I highly recommend that you the client should be cautious when relying upon this valuation. I make every effort to provide the most recent market derived data, but the lack of data since the COVID-19 outbreak is a concern. Market derived data and conclusions are likely to change more rapidly now than during standard or typical market conditions and I recommend that you keep the valuation of this property under frequent review.




This letter of transmittal must be accompanied by all sections of this report as outlined in the Table of Contents, for the value opinions set forth above to be valid.

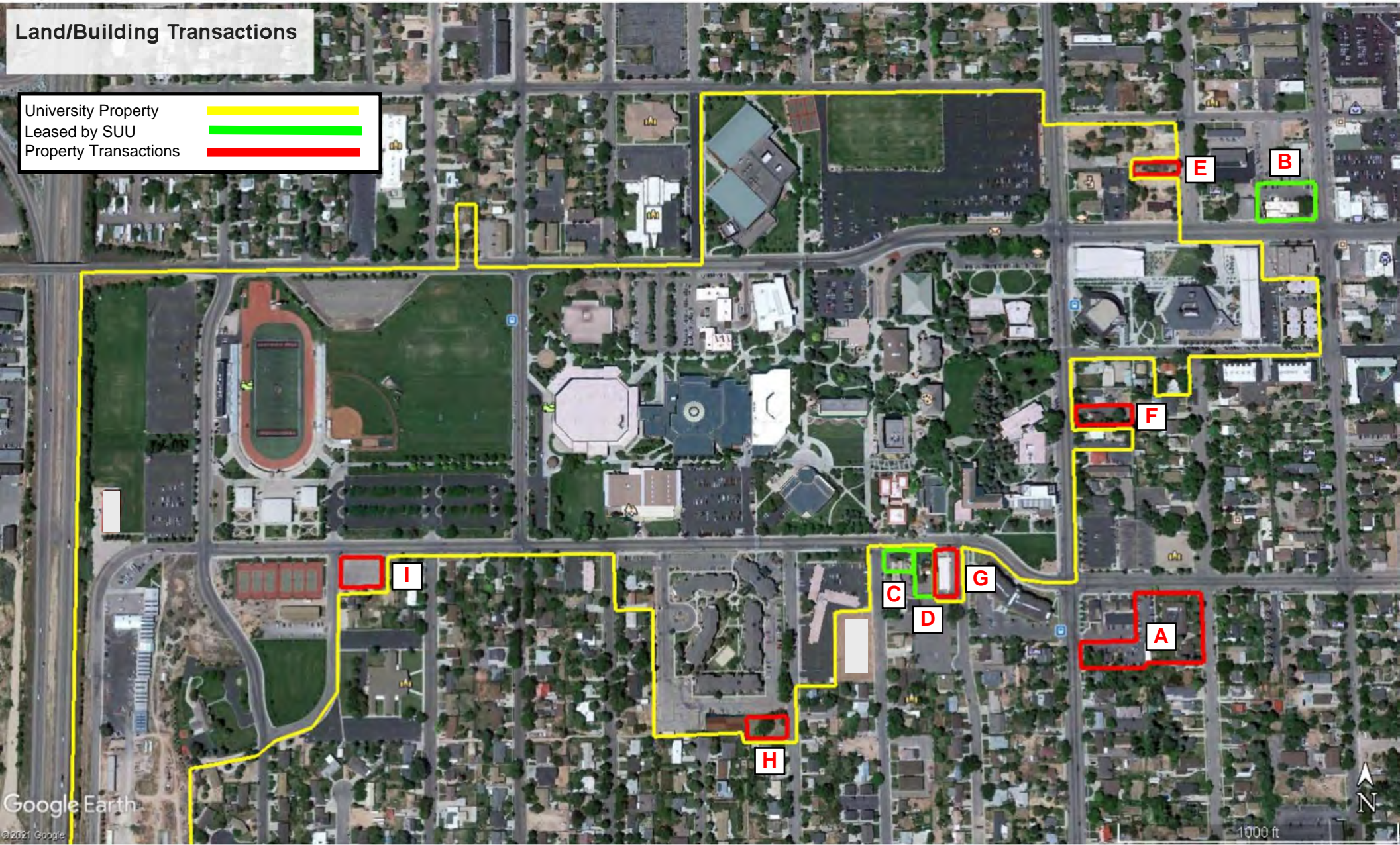
Respectfully submitted,  
Hymas & Associates, LC



Cody Hymas, MAI  
UT State Certified General Appraiser  
UT #5504978-CG00 Expires April 30, 2022

# Land/Building Transactions

University Property	
Leased by SUU	
Property Transactions	



Google Earth

©2021 Google

1000 ft





UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB A

May 12, 2021

## USHE – 2022-23 Capital Development Priority Guidelines

Regent policy R741 requires the Board to establish annual priority guidelines for state-funded capital prioritization at the beginning of the project request cycle. For the upcoming fiscal year (2022-23) the Board may prioritize up to three capital development projects for USHE technical colleges and up to three additional capital development projects for USHE degree-granting institutions. The following guidelines are proposed for the upcoming capital prioritization process:

1. **The Board Finance and Facilities Committee will tour proposed facilities**
2. The Commissioner's Office will score institutional capital requests according to the quantitative factors defined in policies R741 and R743.
3. Preliminary scores will be released to the institutions and the Board prior to the September Board meeting.
4. Institutions requesting state funding consideration for a capital development project will present their project to the full Board on Thursday, September 16, 2021.
5. **The Board Finance and Facilities Committee will present their findings to the full Board**
6. Board members will score each presentation according to criteria identified in the attached guidelines and average scores will be added to the quantitative scores.
7. The Board will take final action and approve a prioritized list of capital projects.

### Commissioner's Recommendation

The Commissioner recommends approval of the proposed guidelines for use by the Board and institutions during the upcoming capital development cycle.

### Attachments



# Capital Development Priority Guidelines for 2022-2023

**Additional Board Points** – In addition to the quantitative scoring defined in policies R741 and R743 the Board will award additional points for 2022-2023 capital development requests that align with the Board’s strategic priorities of access, completion, affordability, and workforce.

Each institution requesting state funding consideration for a capital development project will present the project to the full Board on Thursday, September 16, 2021. Each Board member will score the presentation according to the following criteria. Board member scores will be collected anonymously, aggregated and averaged to produce a score for each institutional project, and added to the quantitative scoring.

Strategic Objective	Criteria	Possible Points	Score
Access and Capacity	The project increases institutional capacity to serve growing student populations or will improve space utilization through the elimination of space and equipment that is functionally obsolete	5	
Completion	<del>The project will improve timely completion of students graduating with degrees and certificates.</del>		
Affordability	The project is cost effective and an efficient use of resources	5	
Workforce	The project addresses an opportunity to enhance state or regional workforce needs.	5	



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB E

May 20, 2021

## **Revision to Policy R741, *Nondedicated Capital Project Prioritization Process***

As part of the ongoing process to review and update Board policies, the Commissioner's office recommends amendments to [Board Policy R741, \*Nondedicated Capital Project Prioritization Process\*](#) including:

- Updating references and definitions to reflect changes in statute
- Assigning responsibilities of the prior Capital Facilities Committee to the full Board
- Removing Board's Priority Points as a required point category and allowing the Board the option to include additional criteria as needed
- Including technical colleges into the policy

A redline and clean version of the amended policy is included in the attachments.

### **Commissioner's Recommendation**

The Commissioner recommends the Board adopt changes to Policy R741, *Nondedicated Capital Project Prioritization Process*, effective immediately.

### **Attachments**

# R741, Nondedicated Capital Project Prioritization

## Process<sup>1</sup>

**R741-1 Purpose:** To provide the methodology and process for prioritization of systemwide, state-funded, nondedicated capital development project needs for presentation to the Governor and State Legislature for funding.

### R741-2 References

- 2.1** Utah Code Title 53B Chapter 4, Section 402 (Establishment of board -- Powers, duties, and authority)
- 2.2** Utah Code Title 53B, Chapter 2a, Section 117 (Technical Colleges – Capital Development)
- 2.3** Utah Code Title 53B, Chapter 22, Section 201 (Capital Developments)
- 2.4** Utah Code Chapter 53B, Chapter 20, Section 101 (Property of Institutions to Vest in State Board)
- 2.5** Utah Code Title 63A, Chapter 5b (State Building Board)
- 2.6** Board Policy [R701](#), Capital Facilities
- 2.7** Board Policy [R702](#), Non-State Funded Property
- 2.8** Board Policy [R703](#), Acquisition of Real Property
- 2.9** Board Policy R706, Capital Facilities Master Planning
- 2.10** Board Policy [R751](#), Institutional Facilities Space Utilization

### R741-3 Definitions

---

<sup>1</sup> Amended May 20, 2011, September 13, 2013, November 14, 2014, May 17, 2019, August 2, 2019, and May 21, 2021

### **3.1 Capital Development Project:**

**3.1.1** a remodeling or site or utility improvement project with a total cost of \$3,500,000 or more;

**3.1.2** a new facility with a construction cost of \$500,000 or more; or

**3.1.3** a purchase of real property if an appropriation is requested and made for the purchase.

**3.2 Non-Appropriated Funds:** Contributions such as donations to capital projects from sources other than appropriations of the State Legislature. Student fees are not considered non-appropriated funds for purposes of this policy.

**3.3 State Funded Project:** A capital development project submitted by an institution of Higher Education requiring appropriations of the State Legislature to fund the design, construction, and/or operations and maintenance.

**3.4 Dedicated Project:** a capital development project for which state funds from an institution's formulaic allocation under Utah Code 53B-22-201 are requested or used.

**3.5 Nondedicated Project:** a capital development project for which state funds from a source other than an institution's allocation under Utah Code 53B-22-201 are requested or used.

**R741-4 Nondedicated Project Prioritization Process:** The Board shall annually review and prioritize nondedicated projects submitted by USHE institutions. The annual nondedicated project prioritization process consists of five fundamental steps:

**4.1 Step 1 – Establishment of Priority Guidelines:** At the beginning of each year's capital development project prioritization process, the Board shall adopt priority guidelines pertaining to the most pressing and critical capital needs for the Utah System of Higher Education not funded through dedicated projects. The guidelines may include criteria for subsequent Board prioritization and awarding of points.

**4.2 Step 2 – Submission of Requests:** Institutions submit their highest priority capital development needs to the Office of the Commissioner of Higher Education for evaluation. Each institution may submit up to one project per year and shall review the institution's allocation for dedicated projects prior to deciding to submit a nondedicated project. Institutions may not submit project requests directly to the State Building Board or the State Legislature.

**4.3 Step 3 – Quantitative Analysis and Scoring of Needs:** The Office of the Commissioner reviews institutional state funded projects and assigns points for each project. Degree-granting institutional projects are scored in three areas described in subsections R741-5, R741-6, and R741-7: Needs Analysis, Facility Condition, and Utilization. Technical education projects are scored according to the factors established in subsection 5.2 of Policy R743, *Process for Use of Dedicated Capital Project Funds*.

**4.4 Step 4 – Board Prioritization of Projects:** The Board meets annually to review state funded projects and the quantitative scoring by the Office of the Commissioner. The Board may choose to award additional points based on criteria and processes established in the priority guidelines (step 1). The Board adopts or amends the scoring provided by the Commissioner’s Office and takes final action.

**4.5 Step 5 – Board Submission of Prioritized of Projects:** The Board submits finalized priorities to the State Building Board, the Governor, and the State Legislature for further consideration and funding. State statute limits the number of building requests the Board may submit as follows:

**4.5.1** 1 Project if legislative funding for dedicated projects equals \$100 million or more

**4.5.2** 2 Projects if legislative funding for dedicated projects is between \$50 million and \$100 million

**4.5.3** 3 Projects if legislative funding for dedicated projects equals less than \$50 million

**R741-5 Needs Analysis Points:** Degree-granting institutions receive up to 50 points for the calculated need of a nondedicated project based on an institution’s existing space inventory (including projects approved for construction) and assignable square feet per FTE space standards. Assignable square feet per FTE space standards shall be based on industry best-practices and shall differentiate between institutional mission and institutional size measured by student FTE enrollment. Student FTE calculations shall exclude online and concurrent enrollment FTE. Institutions receive points for nondedicated projects where the institution has less assignable square feet per FTE than the space standards in a particular space category prorated for the percent of the project that space category occupies. Classroom and teaching laboratory space shall receive more weight than other space categories.

**R741-6 Facility Condition Assessment Points:** Facility condition assessment points apply to degree-granting projects designed to resolve issues that pose a disruption in daily operations or that pose serious life safety threats. These points can be awarded to projects designed to resolve issues where there is substantiated legal and/or life threatening liability; where facilities are threatened with immediate loss of

function due to natural disaster; where closure is imminent because of violations of legal/safety/other requirements; or similar circumstances. These Facility Condition Assessment points can be applied only under the following circumstances:

**6.1 Associated liability and imminent loss of function:** Points may be awarded where the institution has substantiated by documentation from a qualified engineer, fire marshal, attorney, or other qualified professional that completing the proposed project will resolve a very significant legal and/or health/life safety risk.

**6.1.1 "Very significant"** means "the realistic estimate of the liability exceeds the cost of the project," as determined by the Commissioner's Office with assistance from an external consultant or the Utah Division of Facilities Construction and Management, and funded by the submitting institution.

**6.1.2** These points may also be awarded if there is a substantiation of the threatened, imminent loss of the function should the project not be authorized, as is the case when natural disasters have destroyed a particular academic building or code violations cause the structure to be closed. Points awarded range from zero to 15 per project based upon the severity of liability or loss of function as determined above.

**6.2 Non-functional Facilities:** Buildings that can no longer function for the purpose designed may be considered for "Facility Condition Points" as recommended by the Office of the Commissioner. Points may be awarded in instances where aging facilities do not pose a safety hazard but lack appropriate size, mechanical/electrical capacity or technology upgrades to accommodate modern instructional resources. The Commissioner's Office should award points in this category only in exceptional circumstances and should strongly consider the impact of institutional actions that led to the existing condition. Points awarded range from zero to 15 per project based on the severity of liability or loss of function as determined above.

**6.3 Maximum Points:** An institution may receive a maximum of 15 Points awarded under both 6.1 and 6.2, and those points are then adjusted proportionate to size of the deficient buildings relative to the total square footage of the requested facility.

**R741-7 Utilization Points:** Degree-granting institutions receive up to 15 points for the utilization of classroom facilities on main campuses during the Fall semester as reported in the annual USHE Utilization Report required by R751, *Institutional Facilities Space Utilization*. Points are assigned as follows:

**7.1 Weekly Room Utilization Rate (RUR)** – An institution receives 10 points if it meets or exceeds the RUR standard set by the Board in R751 for Fall semester main campus classrooms.

Institutions not meeting the adopted Board standard receive a proportionate share of the 10 points based on the reported RUR score.

**7.2 Seat Occupancy Rate (SOR)** – An institution receives 5 points if it meets or exceeds the SOR standard set by the Board in R751 for Fall semester main campus classrooms. Institutions not meeting the adopted Board standard receive a proportionate share of the 5 points based on the reported SOR score.

**R741-8 Major Infrastructure Points:** The Office of the Commissioner, in consultation with the Division of Facilities Construction and Management, may award points for major infrastructure projects that address critical life safety, fire and seismic deficiencies and the need to preserve and repair critical infrastructure such as utilities. Such projects do not receive Needs Analysis, Utilization, or Facility Condition points. Up to 60 points can be applied based on the degree of severity of need as follows:

**8.1 Imminent Non-functionality:** Where circumstances exist that pose imminent non-functionality threats to the campus, points in the range of 41-60 can be assigned. To be considered for this level of support the project must be the institution's top priority.

**8.2 Operational but Seriously Deficient:** Infrastructure in this condition can qualify for points in the range of 21-40.

**8.3 Operational but Deficient:** Infrastructure in this condition can qualify for points in the range of 1-20.

**R741.9 Final Priority Ranking:** The Board recommends projects for funding in the resulting rank order, with the project having the highest point total being the highest-ranked project.

**R741.10 Operation and Maintenance Costs (O & M):** The estimated O & M costs for each facility and the source of funding those costs will be listed for each facility on the priority list and will be approved by the Board as part of the approval process for construction or acquisition of each facility. In prioritizing nondedicated projects, the Board will consider the magnitude of future O & M obligations and the potential impact of approval on other components of the operating budget.

**R741.11 Projects Funded from Non-State Appropriated Funds:** Proposals from institutions for approval of capital development projects to be financed by non-state appropriated funds are subject to the approval process outlined in Policy R702, *Non-State Funded Projects*.

**R741.12 Land Bank Acquisition Requests:** Requests for purchase of land from funds to be appropriated by the state Legislature for future use of an institution must be reviewed and approved by the Board. In reviewing such requests, the Board shall use the guidelines in Policy R703, *Acquisition of*

*Real Property* and shall ensure that the request is consistent with the institutional master plan (see Policy R706, *Capital Facilities Planning*).



# R741, Nondedicated Capital Project Prioritization

## Process<sup>1</sup>

**R741-1 Purpose:** To provide the methodology and process for prioritization of systemwide, state-funded, nondedicated capital development project needs for presentation to the Governor and State Legislature for funding.

### R741-2 References

- 2.1** Utah Code Title 53B Chapter 4, Section 402 (Establishment of board -- Powers, duties, and authority)
- 2.2** Utah Code Title 53B, Chapter 2a, Section 117 (Technical Colleges – Capital Development)
- 2.3** Utah Code Title 53B, Chapter 22, Section 201 (Capital Developments)
- 2.4** Utah Code Chapter 53B, Chapter 20, Section 101 (Property of Institutions to Vest in State Board)
- 2.5** Utah Code Title 63A, Chapter 5b (State Building Board)
- 2.6** Board Policy [R701](#), Capital Facilities
- 2.7** Board Policy [R702](#), Non-State Funded Property
- 2.8** Board Policy [R703](#), Acquisition of Real Property
- 2.9** Board Policy R706, Capital Facilities Master Planning
- 2.10** Board Policy [R751](#), Institutional Facilities Space Utilization

### R741-3 Definitions

---

<sup>1</sup> Amended May 20, 2011, September 13, 2013, November 14, 2014, May 17, 2019, August 2, 2019, and May 21, 2021

### **3.1 Capital Development Project:**

**3.1.1** a remodeling or site or utility improvement project with a total cost of \$3,500,000 or more;

**3.1.2** a new facility with a construction cost of \$500,000 or more; or

**3.1.3** a purchase of real property if an appropriation is requested and made for the purchase.

**3.2 Non-Appropriated Funds:** Contributions such as donations to capital projects from sources other than appropriations of the State Legislature. Student fees are not considered non-appropriated funds for purposes of this policy.

**3.3 State Funded Project:** A capital development project submitted by an institution of Higher Education requiring appropriations of the State Legislature to fund the design, construction, and/or operations and maintenance.

**3.4 Dedicated Project:** a capital development project for which state funds from an institution's formulaic allocation under Utah Code 53B-22-201 are requested or used.

**3.5 Nondedicated Project:** a capital development project for which state funds from a source other than an institution's allocation under Utah Code 53B-22-201 are requested or used.

**R741-4 Nondedicated Project Prioritization Process:** The Board shall annually review and prioritize nondedicated projects submitted by USHE institutions. The annual nondedicated project prioritization process consists of five fundamental steps:

**4.1 Step 1 – Establishment of Priority Guidelines:** At the beginning of each year's capital development project prioritization process, the Board shall adopt priority guidelines pertaining to the most pressing and critical capital needs for the Utah System of Higher Education not funded through dedicated projects. The guidelines may include criteria for subsequent Board prioritization and awarding of points.

**4.2 Step 2 – Submission of Requests:** Institutions submit their highest priority capital development needs to the Office of the Commissioner of Higher Education for evaluation. Each institution may submit up to one project per year and shall review the institution's allocation for dedicated projects prior to deciding to submit a nondedicated project. Institutions may not submit project requests directly to the State Building Board or the State Legislature.

**4.3 Step 3 – Quantitative Analysis and Scoring of Needs:** The Office of the Commissioner reviews institutional state funded projects and assigns points for each project. Degree-granting institutional projects are scored in three areas described in subsections R741-5, R741-6, and R741-7: Needs Analysis, Facility Condition, and Utilization. Technical education projects are scored according to the factors established in subsection 5.2 of Policy R743, *Process for Use of Dedicated Capital Project Funds*.

**4.4 Step 4 – Board Prioritization of Projects:** The Board meets annually to review state funded projects and the quantitative scoring by the Office of the Commissioner. The Board may choose to award additional points based on criteria and processes established in the priority guidelines (step 1). The Board adopts or amends the scoring provided by the Commissioner’s Office and takes final action.

**4.5 Step 5 – Board Submission of Prioritized of Projects:** The Board submits finalized priorities to the State Building Board, the Governor, and the State Legislature for further consideration and funding. State statute limits the number of building requests the Board may submit as follows:

**4.5.1** 1 Project if legislative funding for dedicated projects equals \$100 million or more

**4.5.2** 2 Projects if legislative funding for dedicated projects is between \$50 million and \$100 million

**4.5.3** 3 Projects if legislative funding for dedicated projects equals less than \$50 million

**R741-5 Needs Analysis Points:** Degree-granting institutions receive up to 50 points for the calculated need of a nondedicated project based on an institution’s existing space inventory (including projects approved for construction) and assignable square feet per FTE space standards. Assignable square feet per FTE space standards shall be based on industry best-practices and shall differentiate between institutional mission and institutional size measured by student FTE enrollment. Student FTE calculations shall exclude online and concurrent enrollment FTE. Institutions receive points for nondedicated projects where the institution has less assignable square feet per FTE than the space standards in a particular space category prorated for the percent of the project that space category occupies. Classroom and teaching laboratory space shall receive more weight than other space categories.

**R741-6 Facility Condition Assessment Points:** Facility condition assessment points apply to degree-granting projects designed to resolve issues that pose a disruption in daily operations or that pose serious life safety threats. These points can be awarded to projects designed to resolve issues where there is substantiated legal and/or life-threatening liability; where facilities are threatened with immediate loss of

function due to natural disaster; where closure is imminent because of violations of legal/safety/other requirements; or similar circumstances. These Facility Condition Assessment points can be applied only under the following circumstances:

**6.1 Associated liability and imminent loss of function:** Points may be awarded where the institution has substantiated by documentation from a qualified engineer, fire marshal, attorney, or other qualified professional that completing the proposed project will resolve a very significant legal and/or health/life safety risk.

**6.1.1 "Very significant"** means "the realistic estimate of the liability exceeds the cost of the project," as determined by the Commissioner's Office with assistance from an external consultant or the Utah Division of Facilities Construction and Management, and funded by the submitting institution.

**6.1.2** These points may also be awarded if there is a substantiation of the threatened, imminent loss of the function should the project not be authorized, as is the case when natural disasters have destroyed a particular academic building or code violations cause the structure to be closed. Points awarded range from zero to 15 per project based upon the severity of liability or loss of function as determined above.

**6.2 Non-functional Facilities:** Buildings that can no longer function for the purpose designed may be considered for "Facility Condition Points" as recommended by the Office of the Commissioner. Points may be awarded in instances where aging facilities do not pose a safety hazard but lack appropriate size, mechanical/electrical capacity or technology upgrades to accommodate modern instructional resources. The Commissioner's Office should award points in this category only in exceptional circumstances and should strongly consider the impact of institutional actions that led to the existing condition. Points awarded range from zero to 15 per project based on the severity of liability or loss of function as determined above.

**6.3 Maximum Points:** An institution may receive a maximum of 15 Points awarded under both 6.1 and 6.2, and those points are then adjusted proportionate to size of the deficient buildings relative to the total square footage of the requested facility.

**R741-7 Utilization Points:** Degree-granting institutions receive up to 15 points for the utilization of classroom facilities on main campuses during the Fall semester as reported in the annual USHE Utilization Report required by R751, *Institutional Facilities Space Utilization*. Points are assigned as follows:

**7.1 Weekly Room Utilization Rate (RUR)** – An institution receives 10 points if it meets or exceeds the RUR standard set by the Board in R751 for Fall semester main campus classrooms.

Institutions not meeting the adopted Board standard receive a proportionate share of the 10 points based on the reported RUR score.

**7.2 Seat Occupancy Rate (SOR)** – An institution receives 5 points if it meets or exceeds the SOR standard set by the Board in R751 for Fall semester main campus classrooms. Institutions not meeting the adopted Board standard receive a proportionate share of the 5 points based on the reported SOR score.

**R741-8 Major Infrastructure Points:** The Office of the Commissioner, in consultation with the Division of Facilities Construction and Management, may award points for major infrastructure projects that address critical life safety, fire and seismic deficiencies and the need to preserve and repair critical infrastructure such as utilities. Such projects do not receive Needs Analysis, Utilization, or Facility Condition points. Up to 60 points can be applied based on the degree of severity of need as follows:

**8.1 Imminent Non-functionality:** Where circumstances exist that pose imminent non-functionality threats to the campus, points in the range of 41-60 can be assigned. To be considered for this level of support the project must be the institution's top priority.

**8.2 Operational but Seriously Deficient:** Infrastructure in this condition can qualify for points in the range of 21-40.

**8.3 Operational but Deficient:** Infrastructure in this condition can qualify for points in the range of 1-20.

**R741.9 Final Priority Ranking:** The Board recommends projects for funding in the resulting rank order, with the project having the highest point total being the highest-ranked project.

**R741.10 Operation and Maintenance Costs (O & M):** The estimated O & M costs for each facility and the source of funding those costs will be listed for each facility on the priority list and will be approved by the Board as part of the approval process for construction or acquisition of each facility. In prioritizing nondedicated projects, the Board will consider the magnitude of future O & M obligations and the potential impact of approval on other components of the operating budget.

**R741.11 Projects Funded from Non-State Appropriated Funds:** Proposals from institutions for approval of capital development projects to be financed by non-state appropriated funds are subject to the approval process outlined in Policy R702, *Non-State Funded Projects*.

**R741.12 Land Bank Acquisition Requests:** Requests for purchase of land from funds to be appropriated by the state Legislature for future use of an institution must be reviewed and approved by the Board. In reviewing such requests, the Board shall use the guidelines in Policy R703, *Acquisition of*

*Real Property* and shall ensure that the request is consistent with the institutional master plan (see Policy R706, *Capital Facilities Planning*).



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB F

May 20, 2021

## Revision to Policy R567, *Internal Audit Program*

Degree-granting institution internal auditors regularly identify information systems risks among their institutions. Though information systems risks remain prevalent at each degree-granting institution, the institutions do not always evaluate these risks through internal audits.

The proposed revisions to [Board Policy R567, \*Internal Audit Program\*](#), would require degree-granting institution internal auditors to “conduct regular information systems audits to ensure adequate controls exist to promote the integrity of data security, access, and governance.” Beginning in fiscal year 2022, the Commissioner’s office will employ a shared information systems auditor to assist institution internal audit offices that do not have adequate resources to conduct information systems audits.

### Commissioner’s Recommendation

The Commissioner recommends the Board adopt the proposed changes to Policy R567, *Internal Audit Program*, effective immediately.

### Attachments

## R567, Internal Audit Program<sup>1</sup>

**R567-1 Purpose:** To establish policies and standards for internal audit departments within the Utah System of Higher Education (USHE).

### R567-2 References

- 2.1** Utah Code Title 53B, Chapter 6, Section 102 (Standardized Systems Prescribed by the Board)
- 2.2** Utah Code Title 53B, Chapter 7, Section 101 (Financial Affairs Under the General Supervision of the Board)
- 2.3** Utah Code Title 53B, Chapter 5 (Utah Internal Audit Act)
- 2.4** Board Policy [R565](#), Audit Committees
- 2.5** Board Policy [R120-3.3.2.7](#), Bylaws of the Board of Higher Education
- 2.6** Institute of Internal Auditors, International Standards for the Professional Practice of Internal Auditing ([IIA Standards](#))

### R567-3 Definitions

**3.1 Audit Charter:** “The purpose, authority, and responsibility of the internal audit activity must be formally defined in an internal audit charter, consistent with the Definition of Internal Auditing, the Code of Ethics, and the Standards. The chief audit executive must periodically review the internal audit charter and present it to senior management and the board for approval.” The audit charter should grant appropriate access to data, information, records, and personnel needed to fulfill the internal audit activity’s purpose and responsibilities.

**3.2 Institution Audit Committee:** Institution audit committees provide functional oversight of the internal audit activities, as described in the *Internal Audit Act*, and in accordance with IIA Standards. The Board of Higher Education shall appoint institution audit committees members in adherence to the *Utah Internal Audit Act* and R565, Audit Committees.

**3.3 Internal Auditing:** An independent, objective assurance and consulting activity designed to add value and improve an organization’s operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

---

<sup>1</sup> Draft: March 25, 2021



**3.4 Institution Internal Audit Activity:** Any activity administered by the institution’s internal auditing organization. Each institution’s audit committee shall establish an audit charter, granting the internal audit unit authority to engage in audit activities.

**3.5 Board of Higher Education Audit Director:** The audit director reports functionally to the Higher Education Audit Committee and administratively to the Associate Commissioner for Finance, Facilities, and Research within the Office of the Commissioner. The audit director provides audit support to the Board of Higher Education and to institution audit activities.

## **R567-4 Policy**

**4.1 General Standards:** Internal audit activities shall comply with IIA Standards. Other professional standards (such as “Generally Accepted Auditing Standards” disseminated by the American Institute of Certified Public Accountants, or Government Auditing Standards published by the Comptroller General of the United States) may also apply to particular audit assignments, as determined by the institution’s audit committee or the Board of Higher Education.

**4.2 Internal Audit Activities Required at All Institutions:** The State Board of Higher Education requires each USHE institution to maintain an internal audit activity plan.

**4.3 Internal Audit Activity Independence and Objectivity:** Internal audit activities shall remain independent and objective. Institutions and internal auditors may foster independence by adhering to applicable standards, including:

**4.3.1 Organizational Independence:** Each institution should maintain organizational independence by establishing functional and administrative reporting relationships consistent with IIA Standards 1110 and 1111.

**4.3.2 Internal Audit Activity Objectivity:** Internal auditors shall adhere to standards of independence and objectivity outlined in IIA Standards 1100 and 1120.

**4.3.3 Independence Impairment Disclosure:** Internal auditors shall properly disclose impairments to independence, as required in IIA Standard 1130.

**4.3.4 Role in Institution Operations:** System and institution internal auditors shall not participate in institution management or operational responsibilities that would impair independence.

**4.4 Institution Audits:** In addition to audits required by policy, institution internal auditors shall conduct risk-based audits for their institutions, as assigned by the institution audit committee. Institution presidents and executive cabinet may also request audit activities.

**4.5 Required Audits:** Institution internal auditors shall annually conduct the following audits:

**4.5.1 Presidential Travel** (in accordance with R212-1.2)

**4.5.2 Institutional Investments** (in accordance with R541-11)

**4.5.3 Auxiliary Enterprises** (in accordance with R550-7.3)

**4.5.4 Information Systems Audits:** Each degree granting institution shall conduct regular information systems audits to ensure adequate controls exist to promote the integrity of data security, access, and governance. The audit committee for each degree granting institution also shall prioritize regular information systems audits on auditable risks identified in their institution's annual risk assessment.

**4.6 Institution Risk Assessment:** Internal auditors shall participate in institution risk assessments at least annually and report the results to the institution audit committee. Institution risks may include financial, operational, efficiency, fraud, compliance, internal control, information systems, data loss, reputation and political.

**4.7 Institution Audit Communication:** Upon completion of internal audit activities, institution auditors shall communicate the results to the institution audit committee.

**4.8 Communication with Institution Management:** The chief audit executive shall meet with the institution president at least annually to review completed audits, institution responses, and other pertinent issues.

**4.9 Audit Committee Responsibilities:** The audit committee shall adhere to responsibilities established in the *Utah Internal Audit Act* and R565, Audit Committees.

**4.10 Coordination of System-Wide Audits:** Under the direction of the Board of Higher Education Audit Subcommittee, the Commissioner of Higher Education and institution presidents shall coordinate assignments to conduct system-wide internal audits.

**4.11 Special Audits Directed by the Commissioner:** Under the direction of the Board of Higher Education Audit Subcommittee, the Commissioner may schedule and conduct an audit at

an institution, separately or in cooperation with a resident chief audit executive. (See Board of Higher Education Bylaw R120-3.3.2.7.)

**4.12 Audit Notification:** The institution's vice president of finance or chief audit executive shall promptly notify the Board of Higher Education audit director regarding apparent fraud or misconduct with any of the following attributes:

**4.12.1** significant embezzlement, theft, or other fraud;

**4.12.2** concerns that may damage an institution's reputation;

**4.12.3** apparent misuse of institutional resources of at least \$25,000;

**4.12.4** issues that may be covered by the media; or

**4.12.5** any other issue that requires attention from the Board of Higher Education or the Commissioner.

## R567, Internal Audit Program<sup>1</sup>

**R567-1 Purpose:** To establish policies and standards for internal audit departments within the Utah System of Higher Education (USHE).

### R567-2 References

- 2.1 Utah Code Title 53B, Chapter 6, Section 102 (Standardized Systems Prescribed by the Board)
- 2.2 Utah Code Title 53B, Chapter 7, Section 101 (Financial Affairs Under the General Supervision of the Board)
- 2.3 Utah Code Title 53B, Chapter 5 (Utah Internal Audit Act)
- 2.4 Board Policy [R565](#), Audit Committees
- 2.5 Board Policy [R120-3.3.2.7](#), Bylaws of the Board of Higher Education
- 2.6 Institute of Internal Auditors, International Standards for the Professional Practice of Internal Auditing ([IIA Standards](#))

### R567-3 Definitions

**3.1 Audit Charter:** “The purpose, authority, and responsibility of the internal audit activity must be formally defined in an internal audit charter, consistent with the Definition of Internal Auditing, the Code of Ethics, and the Standards. The chief audit executive must periodically review the internal audit charter and present it to senior management and the board for approval.” The audit charter should grant appropriate access to data, information, records, and personnel needed to fulfill the internal audit activity’s purpose and responsibilities.

**3.2 Institution Audit Committee:** Institution audit committees provide functional oversight of the internal audit activities, as described in the *Internal Audit Act*, and in accordance with IIA Standards. The Board of Higher Education shall appoint institution audit committees members in adherence to the *Utah Internal Audit Act* and R565, Audit Committees.

**3.3 Internal Auditing:** An independent, objective assurance and consulting activity designed to add value and improve an organization’s operations. It helps an organization accomplish its

---

<sup>1</sup> Adopted April 24, 1973, amended May 29, 1973, June 26, 1973, November 27, 1973, January 28, 1975 and April 22, 1975; replaced January 17, 1992, amended April 17, 1992, March 18, 2005, March 31, 2017, November 16, 2018, and March 25, 2021.

<sup>1</sup> IIA Standards, 1000: Purpose, Authority, and Responsibility.

<sup>1</sup> See Utah Code 63I-5-301(3).

<sup>1</sup> IIA Standard 1110.

objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

**3.4 Institution Internal Audit Activity:** Any activity administered by the institution’s internal auditing organization. Each institution’s audit committee shall establish an audit charter, granting the internal audit unit authority to engage in audit activities.

**3.5 Board of Higher Education Audit Director:** The audit director reports functionally to the Higher Education Audit Committee and administratively to the Associate Commissioner for Finance, Facilities, and Research within the Office of the Commissioner. The audit director provides audit support to the Board of Higher Education and to institution audit activities.

## **R567-4 Policy**

**4.1 General Standards:** Internal audit activities shall comply with IIA Standards. Other professional standards (such as “Generally Accepted Auditing Standards” disseminated by the American Institute of Certified Public Accountants, or Government Auditing Standards published by the Comptroller General of the United States) may also apply to particular audit assignments, as determined by the institution’s audit committee or the Board of Higher Education.

**4.2 Internal Audit Activities Required at All Institutions:** The State Board of Higher Education requires each USHE institution to maintain an internal audit activity plan.

**4.3 Internal Audit Activity Independence and Objectivity:** Internal audit activities shall remain independent and objective. Institutions and internal auditors may foster independence by adhering to applicable standards, including:

**4.3.1 Organizational Independence:** Each institution should maintain organizational independence by establishing functional and administrative reporting relationships consistent with IIA Standards 1110 and 1111.

**4.3.2 Internal Audit Activity Objectivity:** Internal auditors shall adhere to standards of independence and objectivity outlined in IIA Standards 1100 and 1120.

**4.3.3 Independence Impairment Disclosure:** Internal auditors shall properly disclose impairments to independence, as required in IIA Standard 1130.

**4.3.4 Role in Institution Operations:** System and institution internal auditors shall not participate in institution management or operational responsibilities that would impair independence.

**4.4 Institution Audits:** In addition to audits required by policy, institution internal auditors shall conduct risk-based audits for their institutions, as assigned by the institution audit committee. Institution presidents and executive cabinet may also request audit activities.

**4.5 Required Audits:** Institution internal auditors shall annually conduct the following audits:

**4.5.1 Presidential Travel** (in accordance with R212-1.2)

**4.5.2 Institutional Investments** (in accordance with R541-11)

**4.5.3 Auxiliary Enterprises** (in accordance with R550-7.3)

**4.5.4 Information Systems Audits:** Each degree granting institution shall conduct regular information systems audits to ensure adequate controls exist to promote the integrity of data security, access, and governance. The audit committee for each degree granting institution also shall prioritize regular information systems audits on auditable risks identified in their institution's annual risk assessment.

**4.6 Institution Risk Assessment:** Internal auditors shall participate in institution risk assessments at least annually and report the results to the institution audit committee. Institution risks may include financial, operational, efficiency, fraud, compliance, internal control, information systems, data loss, reputation and political.

**4.7 Institution Audit Communication:** Upon completion of internal audit activities, institution auditors shall communicate the results to the institution audit committee.

**4.8 Communication with Institution Management:** The chief audit executive shall meet with the institution president at least annually to review completed audits, institution responses, and other pertinent issues.

**4.9 Audit Committee Responsibilities:** The audit committee shall adhere to responsibilities established in the *Utah Internal Audit Act* and R565, Audit Committees.

**4.10 Coordination of System-Wide Audits:** Under the direction of the Board of Higher Education Audit Subcommittee, the Commissioner of Higher Education and institution presidents shall coordinate assignments to conduct system-wide internal audits.

**4.11 Special Audits Directed by the Commissioner:** Under the direction of the Board of Higher Education Audit Subcommittee, the Commissioner may schedule and conduct an audit at

an institution, separately or in cooperation with a resident chief audit executive. (See Board of Higher Education Bylaw R120-3.3.2.7.)

**4.12 Audit Notification:** The institution’s vice president of finance or chief audit executive shall promptly notify the Board of Higher Education audit director regarding apparent fraud or misconduct with any of the following attributes:

**4.12.1** significant embezzlement, theft, or other fraud;

**4.12.2** concerns that may damage an institution’s reputation;

**4.12.3** apparent misuse of institutional resources of at least \$25,000;

**4.12.4** issues that may be covered by the media; or

**4.12.5** any other issue that requires attention from the Board of Higher Education or the Commissioner.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB G

May 20, 2021

## **Adoption of Policy R517, *Course and Program Fees***

The purpose of this new policy is to establish the process for establishing, reviewing, revising, and repealing course and program fees in the Utah System of Higher Education.

Policy sections include requirements and guidance for:

- Statement on affordability
- General principles
- Delegation of authority to institutional boards of trustees
- Institutional policy and procedures
- Course and program fee committee
- Sunset of course fees
- Student notification
- Assessing and allocating
- Periodic audit reviews

Policy input and review was provided by institutional finance officers, audit groups, and Commissioner staff. This policy replaces the current technical college [policy 204, \*Tuition and Fees\*](#) section 8, and adds additional guidance to USHE Tuition and Fee policies [R510, \*Tuition\*](#) and [R516, \*General Student Fees\*](#).

### **Commissioner's Recommendation**

The Commissioner recommends the Board adopt Policy R517, *Course and Program Fees*, effective immediately and revise technical college policy 204 to remove section 8.

### **Attachments**



## R517, Course and Program Fees<sup>1</sup>

**R517-1 Purpose:** To establish the process for establishing, reviewing, revising, and repealing course and program fees for institutions in the Utah System of Higher Education.

### R517-2. References

**2.1** [Utah Code Title 53B Chapter 1](#) (Governance, Powers, Rights, and Responsibilities)

### R517-3. Definitions

**3.1. Course Fees:** Fees established to cover allowable costs of a particular course not covered by tuition.

**3.2. Program Fees:** Fees established to cover allowable costs of a particular program of study not covered by tuition.

**R517-4. Affordability in the Utah System of Higher Education:** The Utah Board of Higher Education has established affordability as a strategic priority. To support that priority, institutions and boards of trustees should consider the impact course fees and program fees have on the cost of attendance.

**R517-5. General Principles:** In addition to Board-approved tuition and general student fees, institutions may assess course-based and program-based fees established in accordance with this policy. This policy does not apply to courses or programs that do not charge Board-approved tuition such as continuing education or self-supporting courses.

Course fees and program fees may be instituted to cover direct costs essential to the educational outcomes for specific course or program offerings, and often include materials that cannot be purchased by individual students or for which bulk purchases reduce the cost to students. Such direct costs include course materials, chemicals, tooling, uniforms, laundry, testing, off-site instructional activities, supplies used in instruction; instructional equipment; student licensure and certifications; maintenance of laboratory equipment, computer software, subscriptions or transportation in which the entire class participates.

**5.1.** Course and program fees should cover only the specific costs associated with the particular course or program.

---

<sup>1</sup> Adopted: May 21, 2021

**5.2.** Institutions may not charge course or program fees for costs that are incurred across all programs or courses.

**5.3.** Course and program fees should recover costs when no other dedicated funds are available for that purpose.

**5.4.** Institutions should set course and program fees based on the cost of the activity or service for which the fee is levied.

**5.5.** Institutions may use course and program fees only to support the activity or service for which the fee is being charged.

**5.6.** Institutions shall track and account course and program fees in such a way that the proper use of revenue can be evaluated or audited.

**5.7.** With the exception of equipment replaced on a rotating schedule, course and program fees shall be used each academic period for the benefit of the students who paid the fees.

**5.8.** Course and program fees at degree granting institutions shall not be used to pay instructional services rendered by faculty, staff, and teaching assistants. Exceptions may include special instructional arrangements such as private music, aviation, clinical, and tutors.

**5.9.** Course and program fees should not be used to pay for materials that can be purchased directly by students through campus stores or other approved institutional entities.

Exceptions to these general principles shall be documented by the institution and reviewed periodically by the institution's course and program fee committee.

**R517-6. Delegation of Authority to Establish Course Fees:** The Board delegates to the boards of trustees the responsibility to review, approve, adjust, and repeal course fees and program fees.

**R517-7. Institutional Policy:** Each institution shall develop a course and program fee policy and procedure to govern the institution's processes for establishing, reviewing, revising, and repealing course fees and program fees. The institutional policy shall include the following elements:

**7.1. Institution Course and Program Fee Committee:** Each institution shall establish a course and program fee committee, which shall oversee the establishing, revising, maintaining, or repealing course and program fees.

**7.1.1. Appointment and Procedures of the Committee:** Each institution will adopt policies and procedures for appointing members of the course and program fee committee and for the operation of the committee consistent with this policy.

**7.1.2. Student participation in the Committee:** Institutions shall invite student participation in the course and program fee committee.

**7.1.3. Duties of Committee:** The course and program fee committee shall ensure that course fees and program fees are justifiable, reasonable, and necessary for the specific course or program for which they are proposed.

**7.1.3.1.** The institutional course and program fee committees shall review all proposals to establish new course and program fees to ensure the proposals meet the general principles of this policy and are supported by a demonstrated need, a clear statement describing the purpose of the fee, and a sound budget plan. If the committee determines the proposed fee meets these criteria, it may forward the proposal to the board of trustees. The board of trustees shall review the proposed fee in accordance with the criteria in this policy and the institution's program and course fee policy and, if satisfied, may approve the new fee.

**7.1.3.2.** Institutional course and program fee committees shall review all proposed course and program fee revisions with their associated revised budget plans and evaluate the rationale for the proposed change.

**7.1.3.3.** Each institution's course and program fee committee shall review each course and program fee at least once every three years to ensure the fee still meets established objectives. As part of this review, the committees shall review

fund balances for particular fees and ensure that the funds generated are used for their approved purpose.

**7.2. Sunset of Course Fees:** Course fees and program fees shall be repealed after a period prescribed by the institution's policy if not reviewed and renewed by the course and program fee committee.

**7.3. Notice to Students:** Institutions shall include information about approved course and program fees in each academic term's schedule available to students prior to registration. Any changes to course and program fees must be approved and published in the schedule for the academic term in which the change shall be effective. Only course and program fees included in the schedule shall be assessed for the academic term.

**7.4. Assessing Fees:** Institutions shall assess course and program fees subject to the same billing, refund, and collections process as tuition and shall be accounted for through institutional-authorized student and financial systems.

**7.5. Allocating Fees:** Institutional course and program fees shall be allocated for the approved purpose and accounted for within the institution's financial system in a manner to facilitate audit verification.

**7.6. Board of Trustees Oversight and Review:** The institution's board of trustees shall at least annually review the recommendations of the institution's course and program fee committee for requests to establish, revise, or repeal course and program fees.

**R517-8. Periodic Audit Review:** Institutional or system internal auditors shall periodically review a sample of the institutions' course and program fees for compliance with this policy.



## Tech 204, Tuition and Fees

**204.1 Purpose:** To establish policies for setting tuition and fees to be charged to students attending USHE technical colleges.

### **204.2 Approval**

Board of Higher Education approval: June 2, 2004. Revised: June 11, 2008. Replaced: September 30, 2010. Revised: January 12, 2011; October 18, 2012; January 10, 2013; April 25, 2013; April 10, 2014; June 8, 2016; May 18, 2017; September 13, 2017.

### **R517-3 References**

UCA 53B-2a-106, Technical Colleges — Duties

UCA 53B-2a-104, Utah Board of Higher Education — Powers and Duties

UCA 53A-15-301, Education Programs for Students with Disabilities

UCA 53B-9-101(2), Higher Education for Senior Citizens

Utah Administrative Code R277-419-4, Pupil Accounting

Utah Administrative Code R277-705, Secondary School Completion and Diplomas

Policy 200, Program/Course Approval and Reporting

Policy 205, Student Enrollment and Outcome Reporting

### **204.4 Definitions**

**4.1 Senior Citizen:** Utah residents age 62 and over.

**4.2 Audit:** No record of competencies is posted to the student's transcript.

### **204.5 Secondary Tuition**

**5.1** As prescribed in UCA 53B-2a-106(1)(b)(ii), no tuition is assessed to a secondary student documented according to Policy 205.5.1.1 who is formally scheduled in an approved program (200.4.1) or course (200.4.2).

**5.2** A secondary student shall not be charged tuition at a USHE technical college, regardless of the day or time of the course or program, through the date that he or she no longer qualifies as a secondary student. Effective on that date, the student shall be considered a postsecondary student and shall be charged the college's regular tuition rate. For a student whose secondary status changes while enrolled in a defined-length course (201.6.2), the student shall be allowed to complete the course without paying tuition for the remainder of the course.

**5.3** A referral of a student by a public or private high school shall constitute sufficient documentation of secondary student status for tuition purposes. In the absence of a high school referral, a college shall require evidence that the student qualifies under Policy 205.5.1.1. Colleges shall not require but will encourage and facilitate referral of secondary students through public school districts.

## **204.6 Postsecondary Tuition**

**6.1 Postsecondary Tuition:** Low cost tuition, as prescribed in UCA 53B-2a-106(1)(b)(i) and as approved by the Board of Higher Education, shall be assessed to postsecondary students formally scheduled in a program (200.4.1) or course (200.4.2).

**6.2 Tuition Hearings:** Each USHE technical college shall hold a meeting to receive public input and response on any proposed tuition increases. These meetings shall follow the requirements of UCA 53B-7-101.5.

**6.3 Fiscal Year Effective Date:** Tuition rates shall be effective for all coursework beginning July 1 of the fiscal year for which the rates are approved. Tuition for a defined-length course (201.7.2) shall be calculated and assessed for the complete course at the approved rate for the fiscal year in which the course begins, regardless of whether the final portion of the course occurs in the following year for which a different tuition rate is approved.

**6.4 Differential Tuition:** Based on extraordinary circumstances, a college board of directors may request that the Board of Higher Education approve a differential tuition rate for a specific course or program. Approved differential tuition rates shall expire on June 30 of each year. A new

request and approval of the Board of Higher Education is required to continue differential tuition rates past June 30 of each year.

**6.5 Residency Classification:** Because USHE career and technical education and basic instruction classes are short-term and non-credit, colleges are not required to determine students' state residency classification.

## **204.7 Senior Citizen Tuition**

**7.1 Senior Citizen Audit Waivers:** Senior citizens shall be permitted to enroll on an audit basis in courses or classes, at any USHE technical college, without payment of regular tuition, subject to the following:

**7.1.1** Enrollment shall be on a space available basis, as determined by the college, after all students on the course waiting list (excluding programs) have been accommodated. Senior citizens seeking audit waivers shall not be permitted to place their names on course waiting lists.

**7.1.2** A minimum administrative fee, as determined by the college, shall be charged to cover the cost of registration, record keeping, and reporting.

**7.1.3** All applicable fees shall be charged, as determined by the college.

**7.2 Payment of Tuition for Certificates:** To receive a program certificate (200.4.3) from any course or program in which he or she is enrolled, a senior citizen shall be required to pay full tuition.

**7.3 Senior Citizen Enrollment Reporting:** Senior citizens participating through the audit waiver policy shall be enrolled as senior citizens (205.5.4).

## **204.8 Fees**

~~**8.1 Approval and Assessment of Fees:** Fees, as approved by the college board of directors, may be assessed to secondary and postsecondary students and to senior citizens formally enrolled in an approved course or program.~~

~~**8.2 Notification to Secondary Education Providers:** By March 31 of each year, or a later date if agreed to by the district superintendent or charter school or private school chief executive officer and the college president, each USHE technical college shall provide written notification of the approved secondary student fee schedule to all secondary education providers in the geographic area served by the college, and to the Commissioner of Higher Education. The notification shall be provided in the following manner:~~

~~**8.2.1** The technical college president shall provide written notification of the approved fee schedule and a list of required text and workbooks to each school district superintendent, to the chief administrative officers of charter/private schools, and to all other secondary education providers in the geographic area served by the college, and to the Commissioner.~~

~~**8.2.2** Each local school district representative on the technical college board of directors shall provide written notification of the approved fee schedule and a list of required text and workbooks to the Board of Education president for the district he or she represents.~~

~~**8.2.3** If any new programs are added by the college after March 31 of each year, for which a fee and/or text and workbooks have been approved, notification of the approved fee and required text and workbooks shall be provided in the manner described in 8.2.1 and 8.2.2 above.~~

### ~~**8.3 Fee Waivers**~~

~~**8.3.1** If a secondary student is fee waiver eligible, as determined by the local school district or charter school, a USHE technical college shall waive the eligible fees for that student.~~

~~**8.3.2** Reimbursement for fee waiver eligible students' fees may be negotiated between individual USHE technical colleges and local districts and charter schools.~~

## **204.9 Refunds**

All USHE technical colleges shall have a tuition and fees refund policy which meets, at a minimum, Council on Occupational Education requirements.





UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

TAB H

May 20, 2021

## **Adoption of Policy R743, *Process for Use of Dedicated Capital Project Funds***

During the 2019 Session, the Legislature passed S.B. 102, *Higher Education Capital Facilities* which created a new process for funding USHE capital facilities projects. For degree-granting institutions, the legislation requires the Board to allocate appropriations to the institutions based on a funding formula comprised of six factors. For technical education institutions, the legislation requires the Board to prioritize capital projects based on institutional need. The legislation requires the Board to establish procedures for the use of appropriated “dedicated capital project funds,” which procedures are defined in Policy R743. The funding formula for degree-granting institutions is currently defined in [Policy R742, \*Dedicated Capital Project Allocation Formula\*](#).

Policy R743 creates a five-step process for degree-granting institutions to access and use dedicated capital project funds: 1. allocation of funds, 2. capital programming and cost estimation, 3. submission of requests, 4. Board review and authorization of projects, and 5. Board submission of authorized projects to the Legislature. The policy further creates a four-step process for the Board to prioritize technical college requests to use dedicated capital project funds: 1. submission of requests, 2. Board review and scoring of projects, 3. Board prioritization of projects, and 4. Board submission of authorized projects to the legislature. The Committee was asked to review and discuss this policy as part of the capital prioritization process for FY 2021-22 and is now requesting the Board adopt Policy R743.

### **Commissioner’s Recommendation**

The Commissioner recommends the Board adopt Policy R743, *Process for Use of Dedicated Capital Project Funds*, effective immediately.

### **Attachment**

# R743, Process for Use of Dedicated Capital Project Funds<sup>1</sup>

**R743-1 Purpose:** To provide the methodology and process for the use of funds appropriated by the State Legislature for dedicated capital projects.

## R743-2 References

- 2.1 Utah Code Title 53B, Chapter 2a, Section 117 (Technical Colleges – Capital Development)
- 2.2 Utah Code Title 53B, Chapter 22, Section 201 (Capital Developments)
- 2.3 Utah Code Title 63A, Chapter 5b (State Building Board)
- 2.4 Board Policy [R701, Capital Facilities](#)
- 2.5 Board Policy [R706, Capital Facilities Planning](#)
- 2.6 Board Policy [R742, Dedicated Capital Project Allocation Formula](#)
- 2.7 Board Policy [R751, Institutional Facilities Space Utilization](#)

## R743-3 Definitions

### 3.1 Capital Development Project:

3.1.1 A remodeling or site or utility improvement project with a total cost of \$3,500,000 or more;

3.1.2 a new facility with a construction cost of \$500,000 or more; or

3.1.3 a purchase of real property if an appropriation is requested and made for the purchase.

**3.2 Dedicated Project:** A institution's capital development project funded by the institution's allocation under Utah Code 53B-22-201 or from the Board's prioritization of dedicated funds under Utah Code 53B-2a-117.

**3.3 Capital Projects Fund:** A capital project restricted fund created by 53B-22-202 and 53B-2a-118 to receive appropriations for USHE dedicated projects.

**3.4 Capital Program:** The services to define the scope and purpose of a proposed capital project as defined in 63A-5b-502.

---

<sup>1</sup> Adopted May 21, 2021

**R743-4 Dedicated Project Prioritization Process for Degree-Granting Institutions:** The Board shall annually review and authorize dedicated projects submitted by USHE institutions. The annual dedicated project prioritization process consists of five steps:

**4.1 Step 1 — Allocation of Funds:** By June 30 of each year, the Board shall allocate funds appropriated by the State Legislature for dedicated projects as outlined in Board Policy R742, *Dedicated Capital Project Allocation Formula*. The Board shall submit the allocation to the State of Utah Division of Finance to track individual institutional allocations within the Higher Education Capital Projects Fund.

**4.2 Step 2 — Capital Programming and Cost Estimation:** Before a dedicated capital project may be submitted for Board and legislative consideration, institutions shall create a capital program for the facility to define the scope and purpose of the facility. In collaboration with the Department of Facilities Construction and Maintenance (DFCM), the institution shall use the program to create a realistic construction budget estimate (CBE) for the project.

**4.3 Step 3 — Submission of Requests:** Institutions shall submit capital development requests for funding from dedicated project allocations to the Board for evaluation based on procedures developed annually by the Office of the Commissioner, including a submission of the capital program and the construction budget estimate. Each institution may submit one or more projects. Project costs for the combined total of all submitted projects must be less than or equal to the institutional balance in the Higher Education Capital Projects Fund after the annual Board allocation. Institutions may not submit projects to the State Building Board or the State Legislature without prior Board approval.

**4.4 Step 4 — Board Review and Authorization of Projects:** The Board annually reviews dedicated project requests and votes to authorize or deny the project. The review shall include three statutory requirements:

**4.4.1 Cost-Effective and Efficient Use of Resources**

**4.4.1.1** Institutions shall submit a detailed capital program and a capital budget estimate reviewed by DFCM. Institutions shall also describe to the Board how the project prudently and economically uses state and institutional resources.

**4.4.1.2** With the assistance of DFCM and using the DFCM cost database, institutions shall compare the costs of the proposed facility with projects of like size and function and justify significant differences in comparable costs.

**4.4.1.3** Institutions shall provide the total cost of ownership for the proposed facility, including the annual cost of operation and maintenance, the total cost of operation and maintenance over the useful life of the facility, and the total cost of capital improvements over the estimated life of the facility, and describe the funding sources to pay those costs.

#### **4.4.2 Consistent with Institutional Role, Mission and Master Plan**

**4.4.2.1** Institutions shall demonstrate how the proposed facility will meet institutional needs and is consistent with the institution's role and mission.

**4.4.2.2** Institutions shall demonstrate how the proposed facility aligns with the institutional master plan and the 5-year plan required by Board Policy R706.

#### **4.4.3. Fulfillment of a Critical Institutional Facility Need**

**4.4.3.1** Institutions shall demonstrate the need for the facility by providing quantifiable evidence, which may include measures of program growth, enrollment, facility obsolescence, etc.

**4.4.3.2** Institutions shall provide current facility utilization measures and describe how the project will improve institutional space utilization, including how the institution will measure and report its improved utilization to the Board.

**4.4.3.3** Institutions shall provide current deferred maintenance information, including the dollar amount of institutional deferred maintenance and a description of how the project will affect deferred maintenance.

**4.5 Step 5 – Board Submission of Authorized of Projects:** The Board shall submit its authorized dedicated projects to the State Building Board and the Governor for review and recommendation and to the State Legislature for further consideration and authorization to use allocated funds in the Higher Education Capital Projects Funds. Institutions may not spend allocated funds unless affirmatively authorized by the State Legislature and funded by the State Legislature for operation and maintenance.

**R743-5 Dedicated Project Prioritization Process for Technical Colleges:** The Board shall annually review, prioritize, and authorize dedicated projects submitted by USHE technical colleges. The annual dedicated project prioritization process consists of four steps:

**5.1 Step 1 – Submission of Requests:** Technical colleges submit capital development requests for funding from the Higher Education Capital Projects Fund to the Board based on procedures developed annually by the Office of the Commissioner. Each technical college may

submit no more than one project, but the project may request funding over several years. Institutions may not submit projects to the State Building Board or the State Legislature without prior Board approval. Requests must include the following information:

**5.1.1** A detailed capital budget estimate reviewed by DFCM. Institutions shall also describe to the Board how the project prudently and economically uses state and institutional resources.

**5.1.2** A demonstration of the need for the facility by providing quantifiable evidence, which may include measures of program growth, enrollment, facility obsolescence, etc.

**5.1.3** Current facility utilization measures and a description of how the project will improve institutional space utilization, including how the improved utilization will be measured and reported to the Board.

**5.1.4** The total cost of ownership for the proposed facility, including the annual cost of operation and maintenance, the total cost of operation and maintenance over the useful life of the facility, and the total cost of capital improvements over the estimated life of the facility.

**5.1.5** How the proposed facility aligns with the institutional role, mission, master plan and the 5-year plan required by Board Policy R706.

**5.2 Step 2 – Board Review and Scoring of Projects:** The Board annually reviews dedicated project requests to prioritize funding in the Higher Education Capital Projects Fund for technical education projects. The scoring process assigns weighted points from five statutorily required factors. Each year, prior to the review, the Board shall establish the weights for the following factors considered in the scoring:

**5.2.1 Growth and Capacity:** The Board awards up to ten points to projects based on the gap between the calculated space need and an institution's current inventory of space. An institution's calculated space need shall be determined by multiplying an assignable square-foot per FTE standard by the projected number of FTE students (excluding online and concurrent enrollment students not using institutional facilities), faculty, or staff as appropriate for each category of space reported in the most recent USHE Space Inventory. The Board also awards up to ten additional points for space utilization (as reported in the most recent annual space utilization submission) that exceeds USHE standards set in Board Policy R751. Twenty points are possible.

**5.2.2 Effectiveness and Support of Critical Programs:** The Board awards points based on a qualitative review of each project's support of institutional program needs. Institutions shall submit information relating to the programs that will be housed in the proposed facility,

including current enrollments, workforce demand, projected enrollments, and current capacity. Ten points are possible.

**5.2.3 Cost-Effectiveness:** The Board awards points for cost-effective projects as measured by the DFCM cost database. Ten points are possible

**5.2.4 Building Deficiencies and Life Safety Concerns:** The Board awards points to projects that replace existing facility deficiencies identified by third-party facility condition assessments or DFCM in the following four areas: life or fire-safety, structural or seismic, electrical, and mechanical. A project receives a point for each five percent of a seismic/structural or life/fire safety deficiency (up to three points) and half a point for each five percent of electrical and mechanical deficiencies (up to two points) calculated as a percentage of the current replacement value of the building as insured by the Division of Risk Management. The points are then multiplied by the percentage of the project that includes renovated or demolished square feet. Ten points are possible.

**5.2.5 Alternative Funding Sources:** The Board awards points based on evidence that non-appropriated funds are in-hand or have been committed to the institution for use toward the project's costs. Non-appropriated funds shall not create a future liability for the state, create an external property right, nor be given with an expectation of future payback. Neither student fees nor institutional funds will be counted as non-appropriated funds for purposes of awarding points. The Board will award one point for every one percent of allowable alternative funds calculated as a percentage of total project costs up to a maximum of 10 points.

**5.3 Step 3 – Board Prioritization of Projects:** Based on the scoring in subsection 5.3, the Board shall rank all technical education dedicated projects and determine which projects to recommend to the Legislature for funding. The Board may prioritize multiple projects up to the amount in the Higher Education Capital Projects Fund for technical education projects. The Board may also prioritize a single project that requires funding over multiple years.

**5.4 Step 4 – Board Submission of Authorized of Projects:** the Board shall submit its authorized dedicated projects to the State Building Board and the Governor for review and recommendation and to the State Legislature for further consideration and authorization to use allocated funds in the Higher Education Capital Projects Funds. Institutions may not spend allocated funds unless affirmatively authorized by the State Legislature and operation and maintenance funding is established.

**R743-6. Operation and Maintenance for Dedicated Projects:** As allowed by statute, all authorized projects may request operation and maintenance funding from the Legislature in conjunction

with dedicated capital project funding. If the Legislature does not fund the operation and maintenance for a particular project, the requesting institution must identify funds to operate and maintain the facility before construction may begin.

**R743-7. Review upon Completion of a Dedicated Project:** As required by statute, the Board shall review the costs and design of each capital project completed using dedicated capital project funds. Institutions shall submit all costs of a dedicated capital project to the Board, including but not limited to soft costs, land purchases, programming, design, and construction costs upon substantial completion. The institution shall also provide information to the Board on design decisions and elements for discussion in relation to costs of construction.



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

May 21, 2021

## Prior Learning Assessment Partnership Proposal

The Innovation Task Force Work Group on Prior Learning Assessment has recommended the following pilot process to increase opportunities for students not currently engaged in the Utah System of Higher Education to obtain college course equivalencies through exams and portfolio assessment options.

The Board of Higher Education adopted an updated PLA policy in January of 2021 which increased the opportunities by which USHE colleges can award credit leveraging well-respected exam systems like AP, CLEP, and others. Critical to the acceptance of credit is that credit awarded be standardized across the System. Faculty are the designated group to review curriculum and identify equivalencies.

USHE will leverage the existing major committees to evaluate new PLA opportunities using the below pilot process. The major committees are empowered to identify potential equivalencies or to exclude specific exams which do not meet course equivalencies.

Suggested Pilot Courses			
StraighterLine Course \$25 per exam or \$149/month membership	Excelsior College Exams \$110 - \$500 per exam	Thomas Edison State College Examination Program (TECEP) \$50 - \$75 per exam	USHE Potential Equivalent
POLS 101 – American Government	<a href="#">POL 170 – Political Science</a>	<a href="#">World History from 1600 to Present (HIS-126-TE)</a> <a href="#">Introduction to Political Science (POS-101-TE)</a> <a href="#">Introduction to Comparative Politics (POS-282-TE)</a>	POLS 1100 – American National Government
PHIL 101 – Introduction to Philosophy	<a href="#">PHI 101 – Introduction to Philosophy</a>	<a href="#">Introduction To Critical Reasoning (PHI-130-TE)</a>	PHIL 1000 – Introduction to Philosophy



PSY 101 –Introduction toPsychology	<a href="#">PSY 101 – Introduction to Psychology</a>	<a href="#">Abnormal Psychology (PSY-350-TE)</a>	PSY 1010 – General Psychology
------------------------------------	--	--	-------------------------------

**Pilot Process:**

- USHE request full content/outcomes and test out exam for each pilot class review from StraighterLine, Excelsior College Exams, and Thomas Edison State College Exams
- USHE convene chairs of the major committees for political science, philosophy, psychology, and sociology and share pilot process and potential outcomes
- USHE request major committee chairs meet with their committee on Zoom to outline the process for content review
- Major committees agree on exam/course & USHE course equivalencies
- Major committee review test-out exam and agree on equivalencies
- Return evaluation decisions to the Commissioner’s office
- USHE adds course equivalencies and test-out exam equivalencies to PLA web page: <https://ushe.edu/initiatives/prior-learning-assessment/>
- USHE identifies the next set of courses to be reviewed by major committees and begins the review process again using the same process

Subsequently to this initial review of courses, USHE will convene a working group made up of members of the major committees to investigate systemwide membership with CAEL. CAEL offers services for portfolio evaluation enabling an extension of the service to students without great investment from campuses. Critical to this conversation will be understanding the quality of reviews and involving faculty in the decision-making process, much like the pilot process proposed above.

**Commissioner’s Recommendation**

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



## INSTITUTIONAL ROLES AND MISSIONS

One of the Utah Board of Higher Education's core responsibilities is to "establish, approve, and oversee each institution's mission and role." The Legislature establishes basic categories of roles, and the Board expands and clarifies those roles through policy. The statutory and expanded policy roles are listed below, along with statutory definitions, each institution's mission, assigned service regions, and institutional partners.

---

### Statutory Definitions

#### [53B-1-101.5](#)

**Academic education** means an educational program that is offered by a degree-granting institution. Academic education does not include technical education.

**Career and technical education** means an educational program that is designed to meet industry needs, leads to a certificate or a degree, and may qualify for funding under the Carl D. Perkins Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act.

**Degree-granting institution of higher education** or **degree-granting institution** means an institution of higher education described in Utah Code [53B-1-102\(1\)\(a\)](#) as follows:

- The University of Utah
- Utah State University
- Weber State University
- Southern Utah University
- Snow College
- Dixie State University
- Utah Valley University
- Salt Lake Community College

**Technical college** means an institution of higher education described in Utah Code [53B-1-102\(1\)\(b\)](#) as follows:

- Bridgerland Technical College
- Davis Technical College
- Dixie Technical College
- Mountainland Technical College
- Ogden-Weber Technical College
- Southwest Technical College
- Tooele Technical College
- Uintah Basin Technical College

**Technical education** means career and technical education that leads to an institutional certificate or is short-term training. Technical education does not include general education.

---

## Roles and Missions

### RESEARCH UNIVERSITY

**Statutory Role ([53B-16-101](#)):** Provide undergraduate, graduate, and research programs.

**Policy Role ([R312](#)):** A research university's role is to provide undergraduate, graduate, and research programs and to discover, create, and transmit knowledge through academic programs at the

undergraduate, graduate, and professional levels with an emphasis on teaching, research, and outreach. Articulation agreements allow students to seamlessly transfer within the System. The research institutions contribute to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also expand economic development. Research Universities have a responsibility to provide access to students from all parts of the state.

### ***University of Utah***

**Mission (R312):** The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

**Service Region (R315):** Salt Lake County, Summit County (Park City only)

### ***Utah State University***

**Mission (R312):** The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement. Utah State University delivers associate, bachelor's, master's and doctorate degrees throughout its state-wide system as well as credit and non-credit technical education in the Southeastern region of the state. The institution also has a robust non-credit continuing education program.

**Service Region (R315):** Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele, Carbon, Emery, Grand, San Juan.

**Technical College Partners (53B-2a-112):** Bridgerland Technical College, Tooele Technical College, Uintah Basin Technical College

## **REGIONAL UNIVERSITY**

**Statutory Role (53B-16-101):** Provide career and technical education, undergraduate associate and baccalaureate degrees, and select master's degree programs to fill regional demands.

**Policy Role (R312):** The regional university's role is to provide open-access academic and career and technical education, undergraduate associate and baccalaureate programs and select graduate degree programs to fill regional or state workforce demands. Career and Technical Education programs are designed to meet workforce needs, lead to a certificate or degree, and include general education coursework. Articulation agreements allow students to transfer seamlessly from institutions offering Technical Education to CTE and academic pathways. Regional universities emphasize teaching, scholarly, and creative achievements that complement pedagogy, learning, and community service. The institution is a leading contributor to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

### ***Weber State University***

**Mission (R312):** Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff, and students in and out of the classroom. Through academic programs, research, artistic expression, public service, and community-based learning, the university serves as an educational, cultural and economic leader for the region.

**Service Region (R315):** Weber, Morgan, Davis

**Technical College Partners (53B-2a-112):** Davis Technical College, Ogden-Weber Technical College

### ***Southern Utah University***

**Mission (R312):** Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence.

**Service Region (R315):** Iron, Garfield, Beaver

**Technical College Partners (53B-2a-112):** Southwest Technical College

### ***Utah Valley University***

**Mission (R312):** Utah Valley University is an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship.

**Service Region (R315):** Utah, Wasatch, Summit (Concurrent Enrollment only within Park City)

**Technical College Partners (53B-2a-112):** Mountainland Technical College

### ***Dixie State University***

**Mission (R312):** Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

**Service Region (R315):** Washington, Kane

**Technical College Partners (53B-2a-112):** Dixie Technical College

## **COMPREHENSIVE COMMUNITY COLLEGE**

**Statutory Role (53B-16-101):** Provide associate programs.

**Policy Role (R312):** The comprehensive community college's role is to provide affordable and open enrollment to community members, ensuring equitable access to higher education. Community colleges focus on teaching and applied learning environments, transmitting knowledge and skills which prepare

students to enter the workforce or transfer seamlessly to stackable degree programs. Comprehensive community colleges provide education through:

- Academic and career and technical education culminating in certificates and associate degrees
- Developmental education
- Strong student services to support all functions

The institution emphasizes teaching, training, scholarly, professional, and creative achievement, and community service and contributes to the quality of life and economic development of the community and the state.

### ***Snow College***

**Mission (R312):** Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

**Service Region (R315):** Sanpete, Sevier, Wayne, Piute, Millard, Juab

### ***Salt Lake Community College***

**Mission (R312):** Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

**Service Region (R315):** Salt Lake for certificate, applied associate, and associate degrees

## **DEGREE-GRANTING INSTITUTION WITH A TECHNICAL COLLEGE ROLE**

### ***Salt Lake Community College***

**Statutory Role (53B-16-209):** Provide technical education with an emphasis primarily on open-entry, open-exit programs at a low cost to adult students and no tuition cost to secondary students that will result in appropriate licensing, certification, or other evidence of completion of training, and qualification for specific employment, with an emphasis on high-demand, high wage, and high skill jobs in business and industry.

**Secondary Service Region:** Salt Lake

### ***Snow College***

**Statutory Role (53B-16-205):** Provide, through the Snow College Richfield Campus, for open-entry, open-exit competency-based technical education programs, at a low-cost tuition rate for adults and at no tuition cost to secondary students, that emphasize short-term job training or retraining for immediate placement in the job market.

**Secondary Service Region:** Juab School District, Millard School District, Tintic School District, North Sanpete School District, South Sanpete School District, Wayne School District, Piute School District, and Sevier School District

### ***Utah State University***

**Statutory Role (53B-16-207):** Provide for open-entry, open-exit competency-based technical education programs, at a low-cost tuition rate for adults and at no tuition cost to secondary students, that emphasize short-term job training or retraining for immediate placement in the job market

**Secondary Service Region:** For Utah State University Eastern, the Carbon School District and the Emery School District; for Utah State University Blanding, the San Juan School District; and for Utah State University Moab, the Grand School District.

## TECHNICAL COLLEGE

**Statutory Role (53B-16-101):** Provide technical education.

**Policy Role:** Technical colleges meet the needs of Utah’s employers for technically skilled workers and promote local and statewide economic development by providing market-driven technical education to secondary and post-secondary students. Programs lead to institutional certificates and industry credentials, where applicable, but do not include general education. Technical colleges deliver competency-based instruction, allowing students to progress quickly and affordably with recognition of prior education, skill, and experience. Articulation agreements are in place with secondary education partners to reduce the duplication of course work for students. Pathway agreements with postsecondary college and university partners also provide opportunities for students to progress in their education.

Only technical colleges or statutorily authorized institutions may provide technical education without authorization from the Board.

### *Bridgerland Technical College*

**Mission:** The mission of the Bridgerland Technical College is to deliver competency-based, employer-guided career and technical education to both secondary and postsecondary students through traditional and technology-enhanced methodologies. This hands-on technical education provides occupational education, skills training, and workforce development to support the educational and economic development of the Bear River Region.

**Secondary Service Region (53B-2a-105):** Box Elder, Cache, Logan, Rich

**Regional Degree-granting Partner (53B-2a-112):** Utah State University

### *Davis Technical College*

**Mission:** We are a trusted learning community embracing technical education to promote student development and economic growth.

**Secondary Service Region (53B-2a-105):** Davis, Morgan

**Regional Degree-granting Partner (53B-2a-112):** Weber State University

### *Dixie Technical College*

**Mission:** For students who want to improve their lives by improving their employability, Dixie Tech provides current, relevant industry-driven training in a professional and demanding environment. Dixie Tech certificates, and nationally recognized certifications or licensure, provides competence and work readiness to potential employers.

**Secondary Service Region (53B-2a-105):** Washington

**Regional Degree-granting Partner ([53B-2a-112](#)):** Dixie State University

***Mountainland Technical College***

**Mission:** To enhance the employability of individuals through market-driven career and technical education.

**Secondary Service Region ([53B-2a-105](#)):** Alpine, Nebo, Provo, South Summit, North Summit, Wasatch, Park City

**Regional Post-Secondary Partner ([53B-2a-112](#)):** Utah Valley University

***Ogden-Weber Technical College***

**Mission:** We build a prosperous community by creating a technically-skilled workforce one student at a time.

**Secondary Service Region ([53B-2a-105](#)):** Ogden, Weber

**Regional Degree-granting Partner ([53B-2a-112](#)):** Weber State University

***Southwest Technical College***

**Mission:** Southwest Technical College provides education and job skill training through individualized competency-based programs in response to the needs of students, employers and the communities we serve.

**Secondary Service Region ([53B-2a-105](#)):** Beaver, Garfield, Iron, Kane

**Regional Post-Secondary Partner ([53B-2a-112](#)):** Southern Utah University

***Tooele Technical College***

**Mission:** Tooele Technical College provides rewarding, competency-based, affordable, and accessible career preparation for youth and adults to meet the needs of Utah employers.

**Secondary Service Region ([53B-2a-105](#)):** Tooele

**Regional Degree-granting Partner ([53B-2a-112](#)):** Utah State University

***Uintah Basin Technical College***

**Mission:** Uintah Basin Technical College provides technical education and training for secondary and adult students, to fulfill labor market needs, and promote economic development in the Uintah Basin.

**Secondary Service Region ([53B-2a-105](#)):** Daggett, Duchesne, Uintah

**Regional Degree-granting Partner ([53B-2a-112](#)):** Utah State University

# Utah System of Higher Education

Financial and Performance Summary

2021 General Session

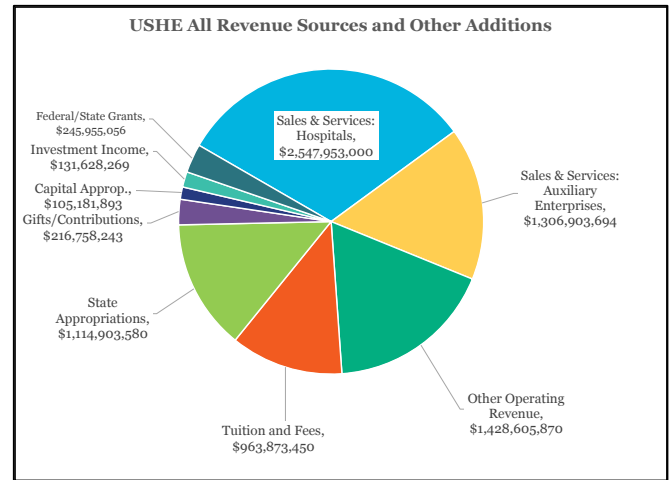


# Utah System of Higher Education

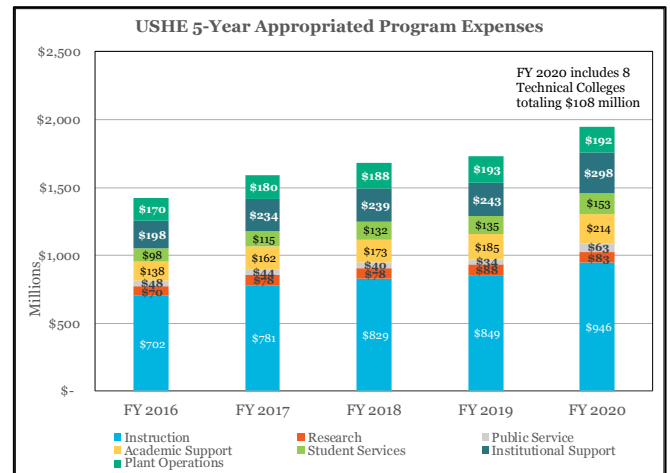
## Financial Summary 2021 General Session



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>



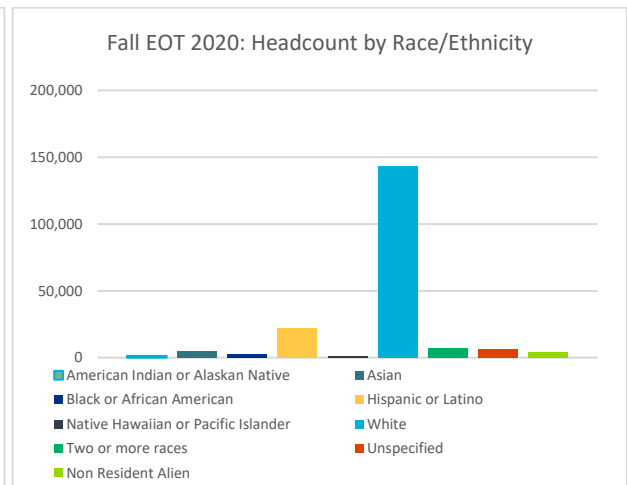
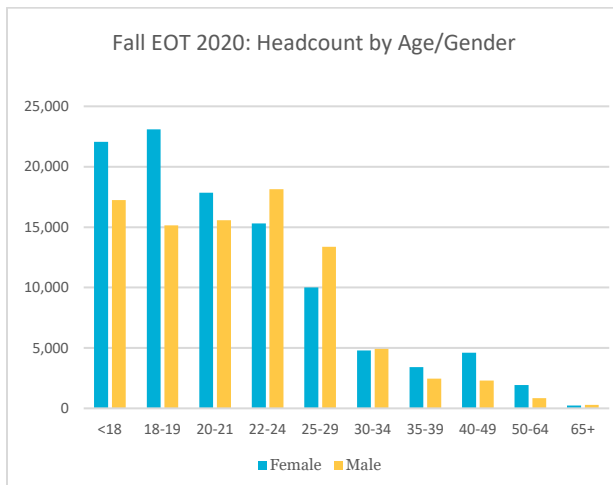
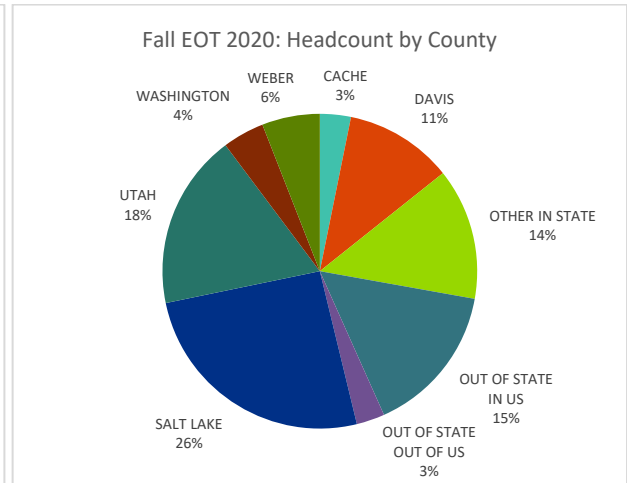
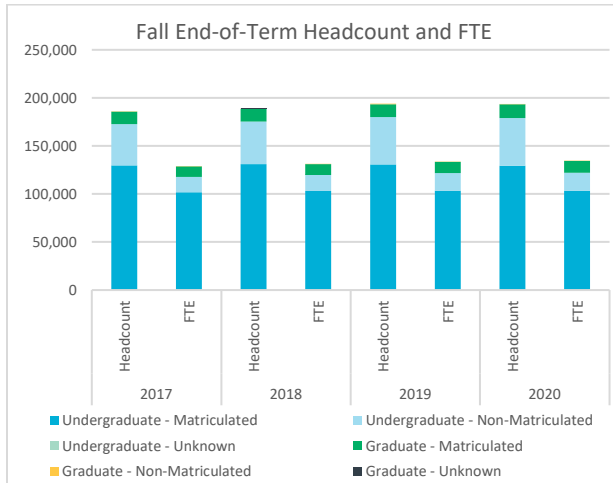
Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$945,953,978	\$1,231,411,116
Research	82,887,636	649,361,318
Public Service	62,717,691	845,462,270
Academic Support	214,159,942	347,781,829
Student Services	152,778,107	252,000,521
Institutional Support	297,718,466	369,106,403
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>



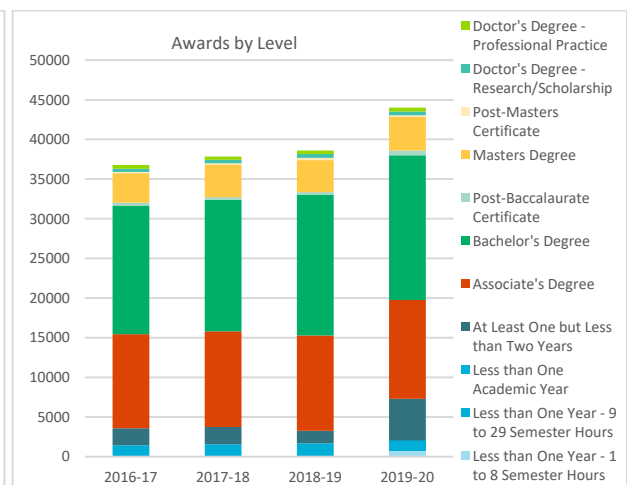
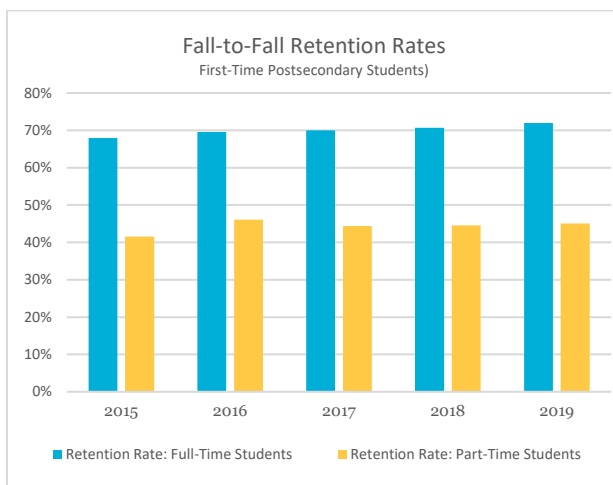
Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$461,208,711
Adjunct and TA Wages	93,484,220
Executive/Staff Wages	620,208,446
Employee Benefits	449,600,165
Travel	14,985,930
Current Expense	260,453,985
Fuel and Power	41,139,488
Equipment	22,695,216
Transfers	89,650,854
<b>Total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

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

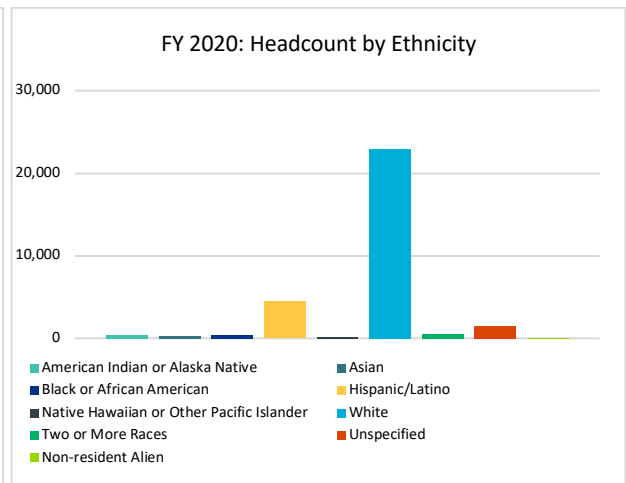
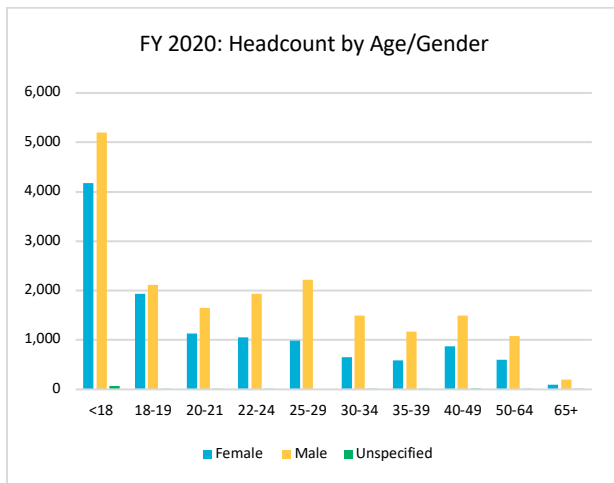
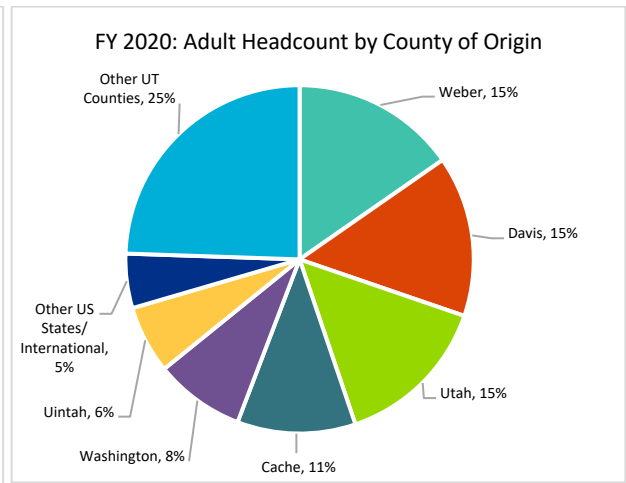
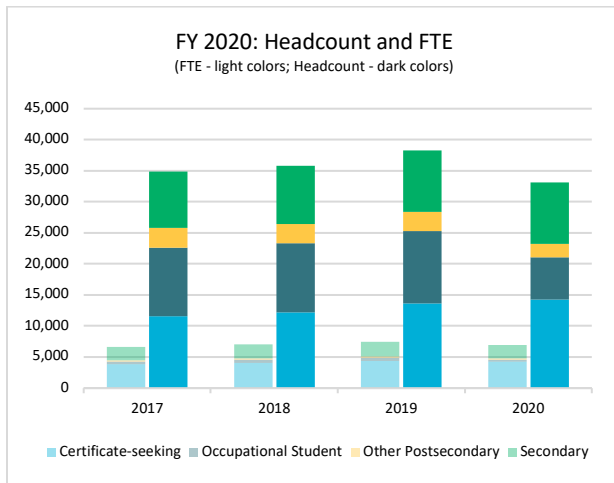
## Student Enrollment



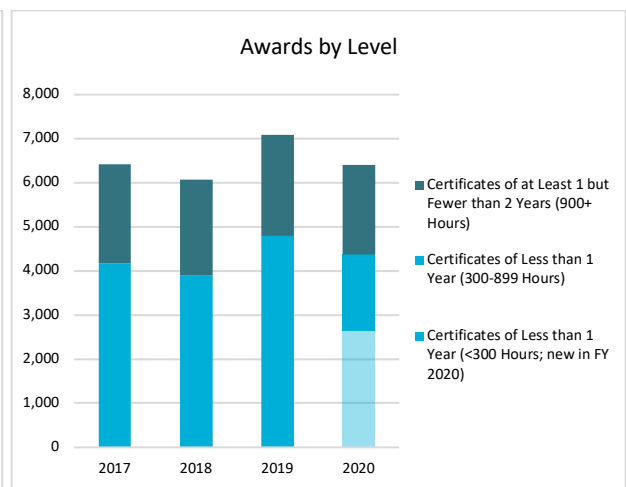
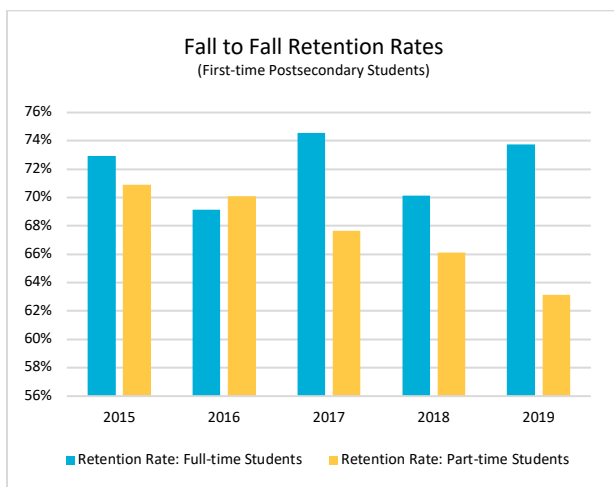
## Retention and Awards



## Student Enrollment



## Retention and Awards



# **USHE**

## **Research Institutions**

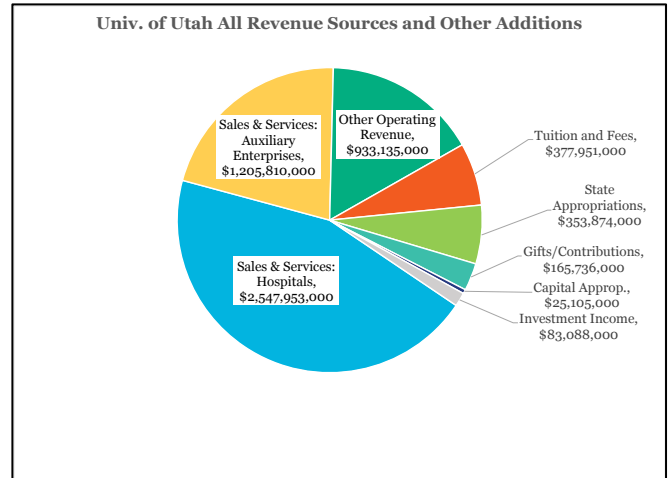
Financial and Performance Summary

# University of Utah

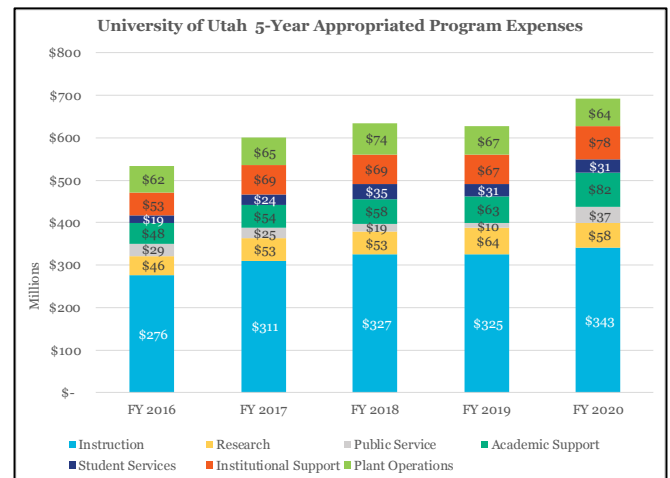
## Financial Summary 2021 General Session



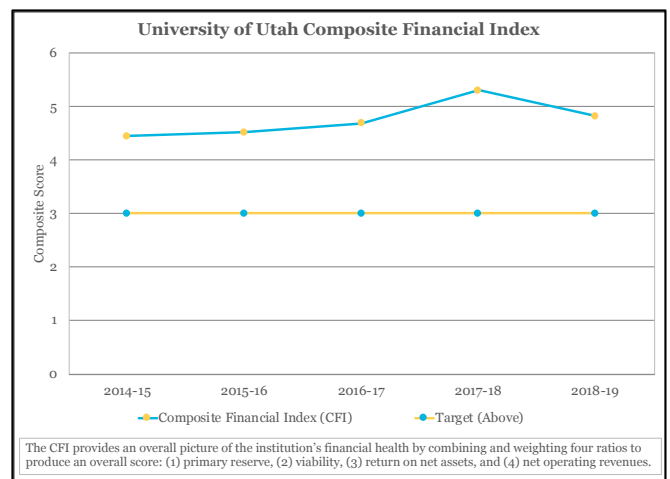
Revenues/Other Additions	2019-20 Actual Appropriated	2019-20 Actual All Sources
Tuition and Fees	\$ 365,366,481	\$ 377,951,000
Operating Grants/ Contracts		540,716,000
Sales/Services: Auxiliaries		1,205,810,000
Sales/Services: Hospitals		2,547,953,000
Other Operating Revenue	992,400	390,558,000
State/ 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>



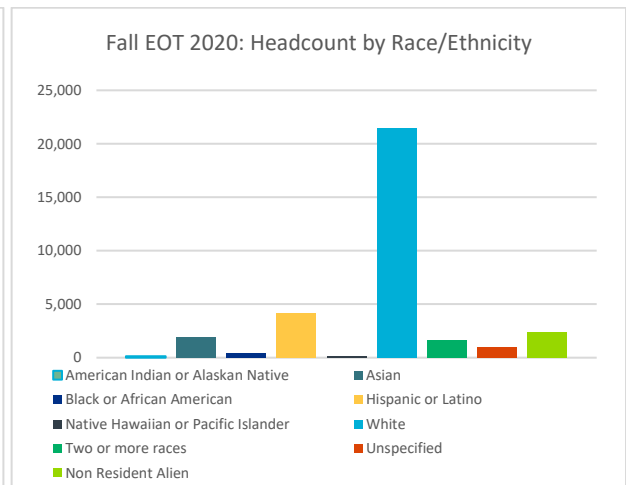
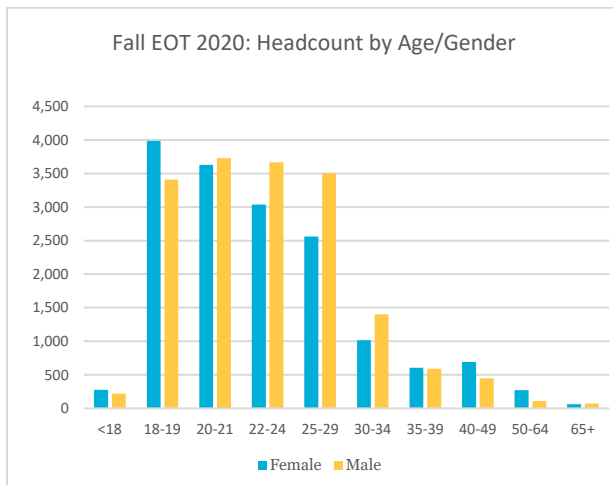
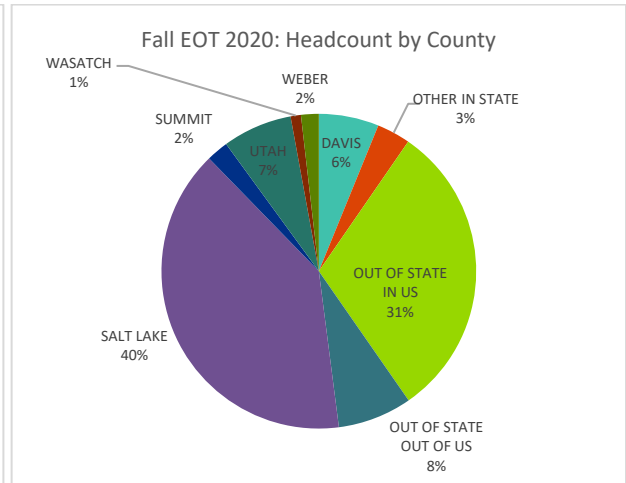
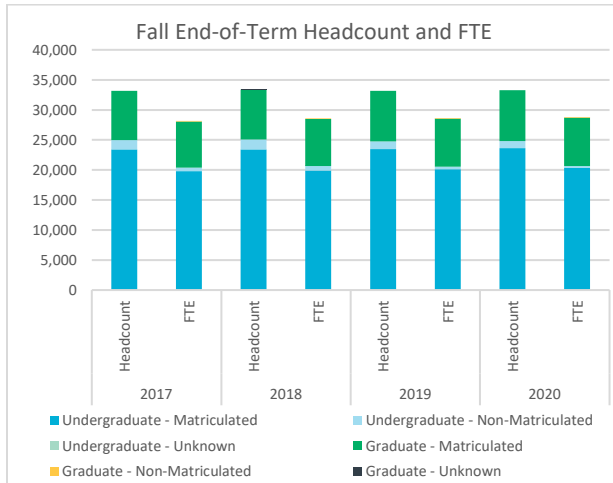
Program Expenses	2019-20 Actual Appropriated	2019-20 Actual All Sources
Instruction	\$ 342,586,699	\$ 564,794,000
Research	57,598,409	426,320,000
Public Service	36,548,431	733,074,000
Academic Support	82,285,425	191,340,000
Student Services	31,119,010	80,539,000
Institutional Support	77,533,534	108,179,000
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>



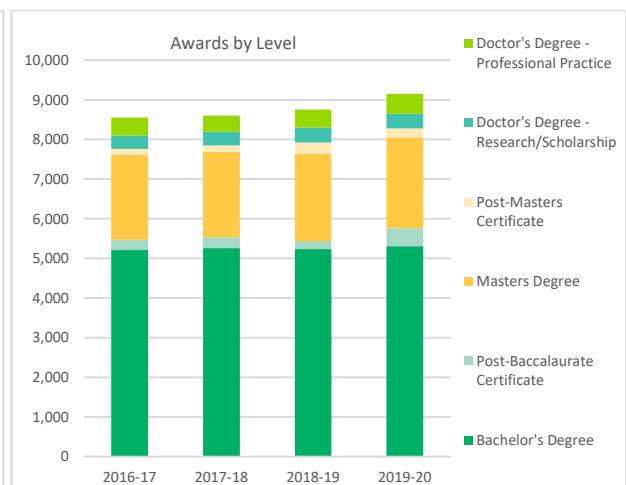
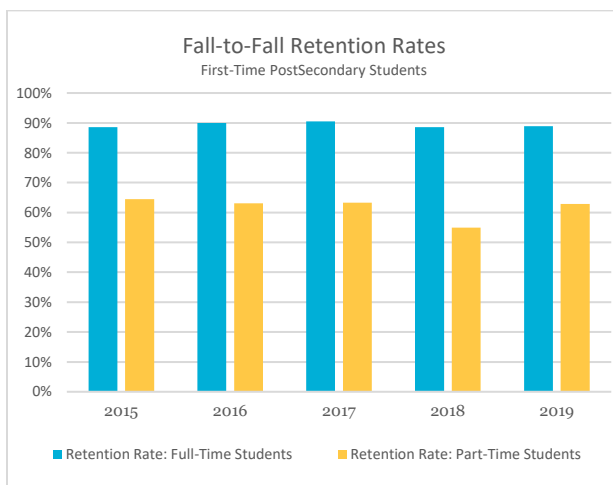
Expenditure Category	2019-20 Actual Appropriated
Regular Faculty Wages	\$ 177,499,903
Adjunct and TA Wages	31,627,213
Executive/Staff Wages	230,445,038
Employee Benefits	148,313,550
Travel	5,254,878
Current Expense	77,244,850
Fuel and Power	17,658,202
Equipment	3,828,588
Transfers	21,452,356
<b>Total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



## Student Enrollment



## Retention and Awards

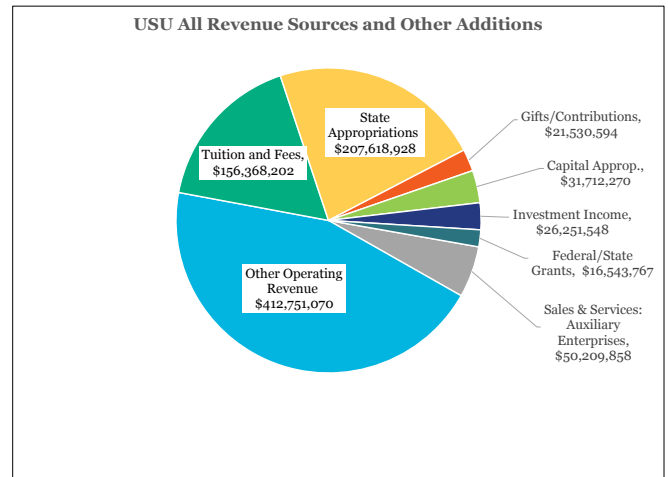


# Utah State University

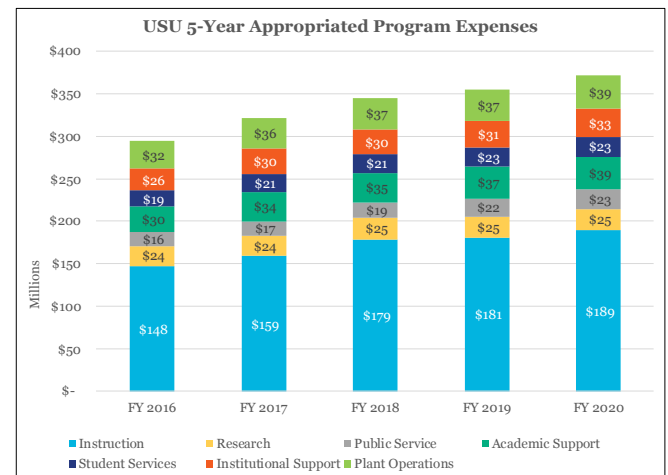
## Financial Summary 2021 General Session



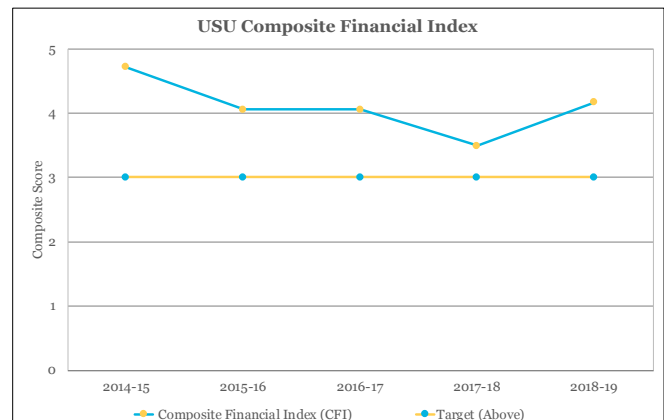
<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Tuition and Fees	\$156,593,009	\$156,368,202
Operating Grants/ Contracts		309,962,647
Sales/Services: Auxiliaries		50,209,858
Other Operating Revenue	303,544	42,672,782
State/ Federal Appropriations	211,985,870	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>



<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
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>

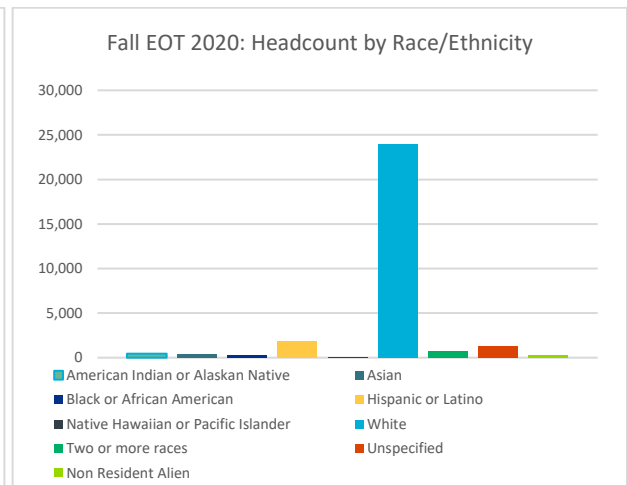
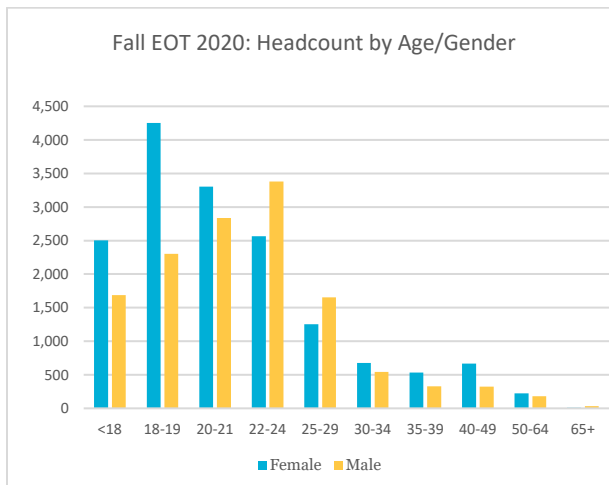
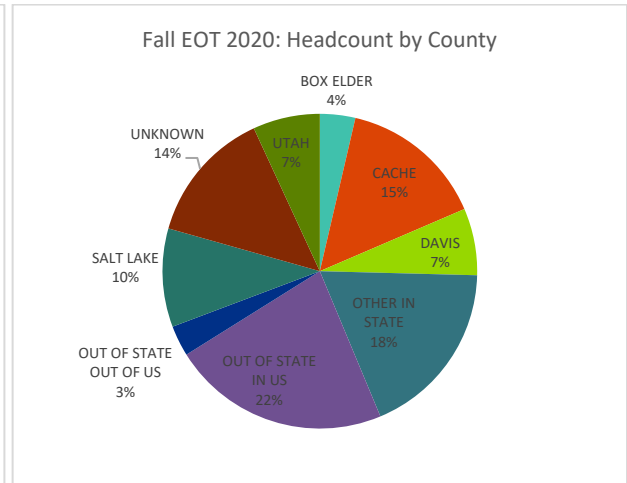
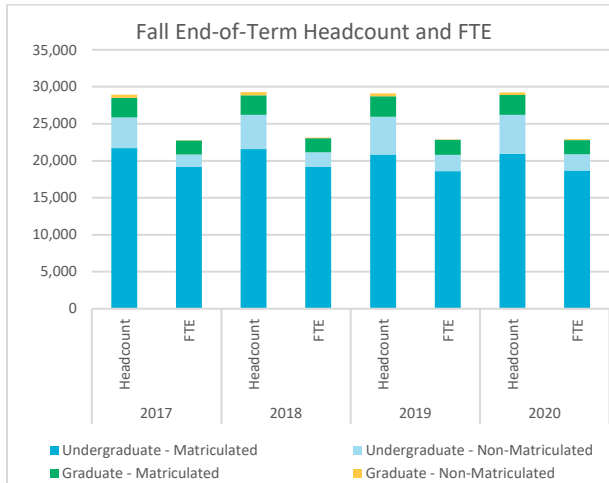


<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$94,714,652
Adjunct and TA Wages	5,764,824
Executive/Staff Wages	116,194,415
Employee Benefits	88,167,538
Travel	3,556,320
Current Expense	52,357,959
Fuel and Power	9,666,445
Equipment	3,493,823
Transfers	30,904,203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

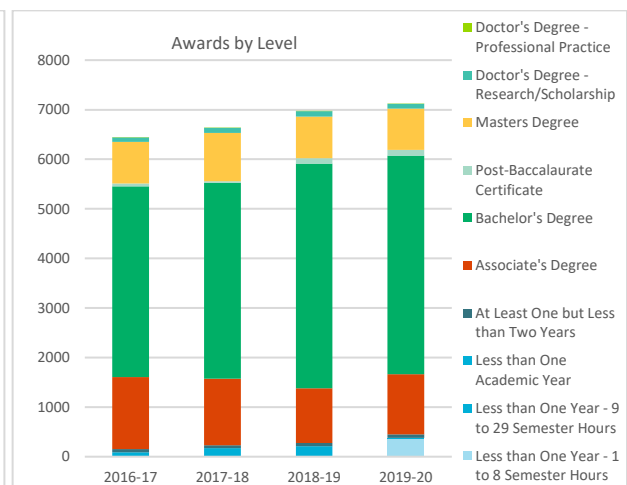
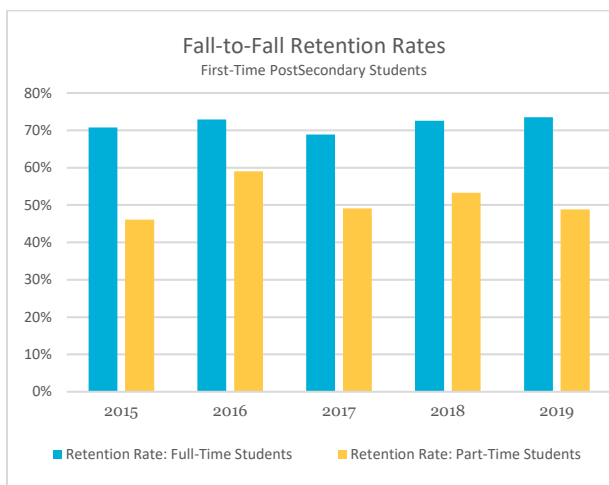


The CFI provides an overall picture of the institution's financial health by combining and weighting four ratios to produce an overall score: (1) primary reserve, (2) viability, (3) return on net assets, and (4) net operating revenues.

## Student Enrollment



## Retention and Awards





# **USHE**

## **Regional Institutions**

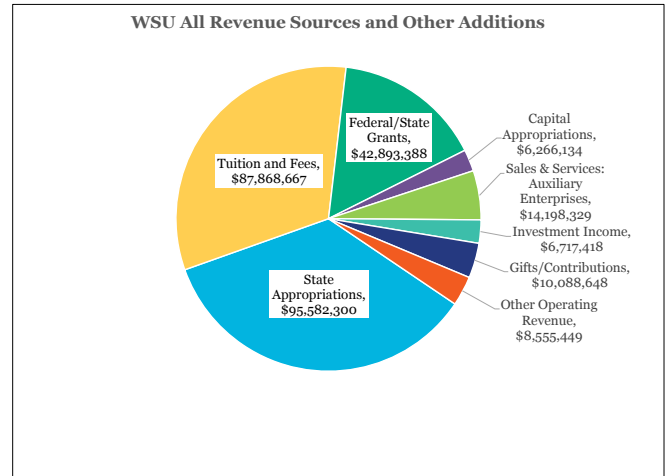
Financial and Performance Summary

# Weber State University

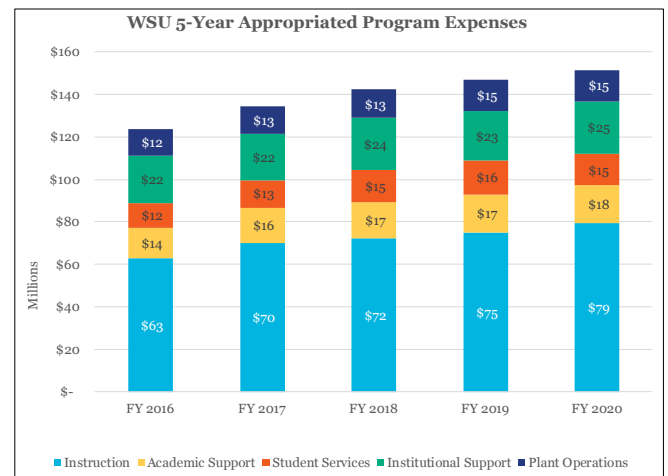
## Financial Summary 2021 General Session



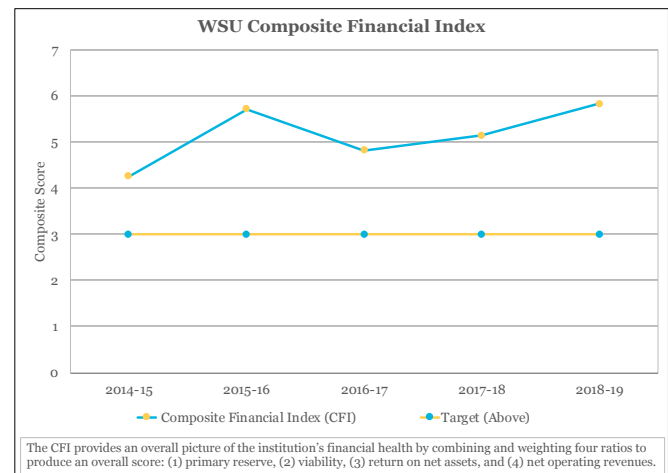
<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Tuition and Fees	\$ 78,727,589	\$ 87,868,667
Operating Grants/ Contracts		611,206
Sales/Services: Auxiliaries		14,198,329
Other Operating Revenue		8,555,449
State/Federal Appropriations	\$ 91,724,300	\$ 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>



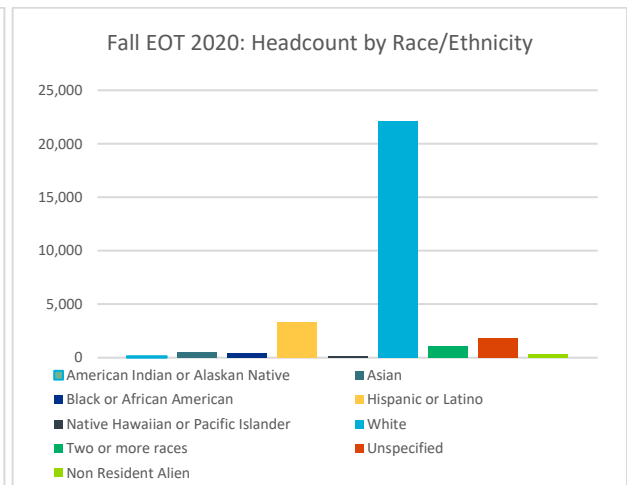
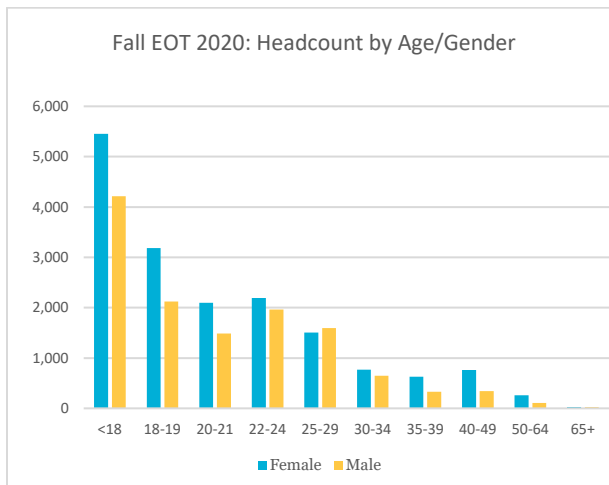
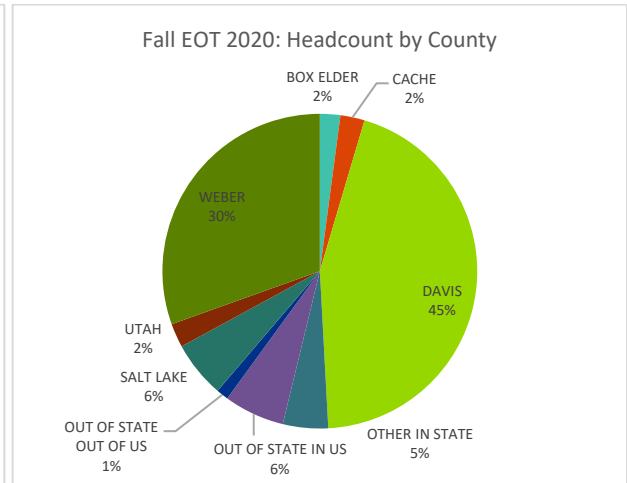
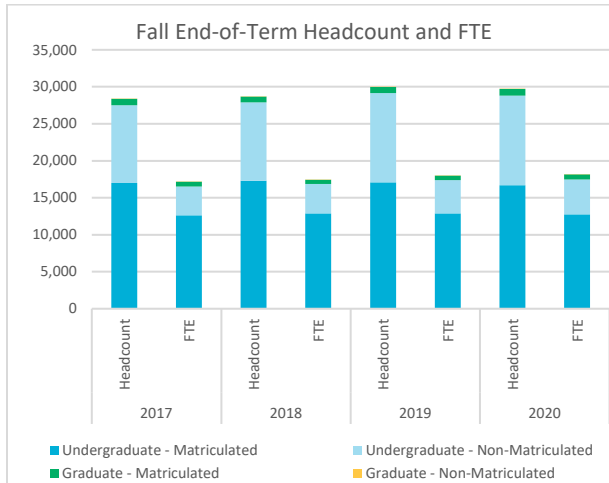
<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$ 79,310,075	\$ 92,648,865
Research	211,620	977,995
Public Service	460,818	2,380,015
Academic Support	18,027,209	24,048,452
Student Services	14,826,087	24,036,011
Institutional Support	24,560,199	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>



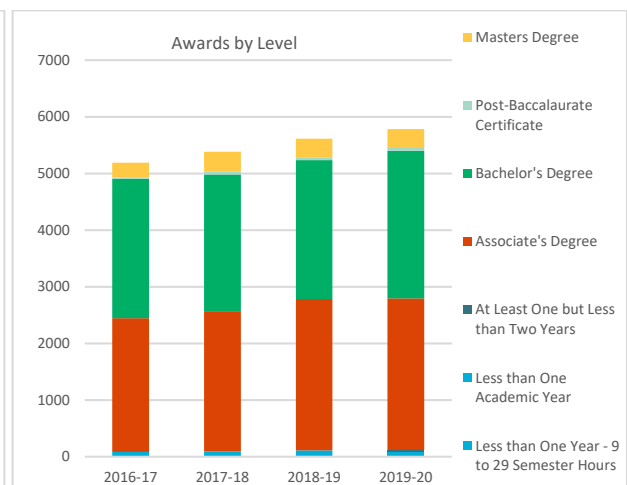
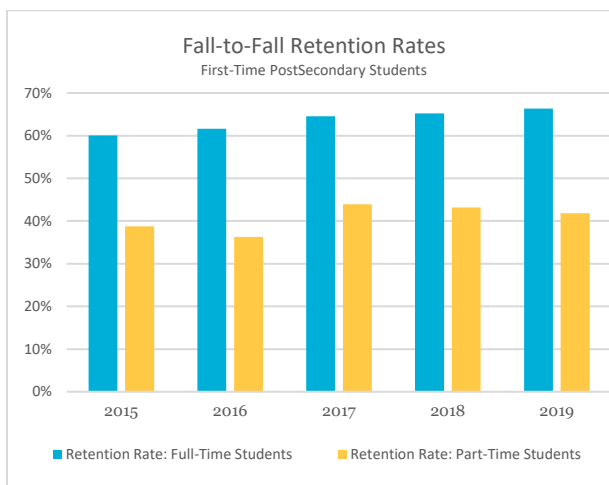
<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$ 39,921,117
Adjunct and TA Wages	9,435,730
Executive/Staff Wages	45,914,712
Employee Benefits	38,315,476
Travel	\$ 918,300
Current Expense	17,345,523
Fuel and Power	2,147,522
Equipment	552,981
Transfers	19,658,857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



## Student Enrollment



## Retention and Awards

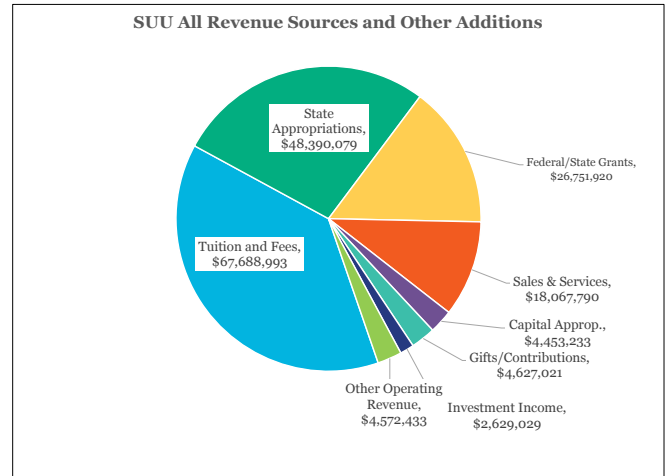


# Southern Utah University

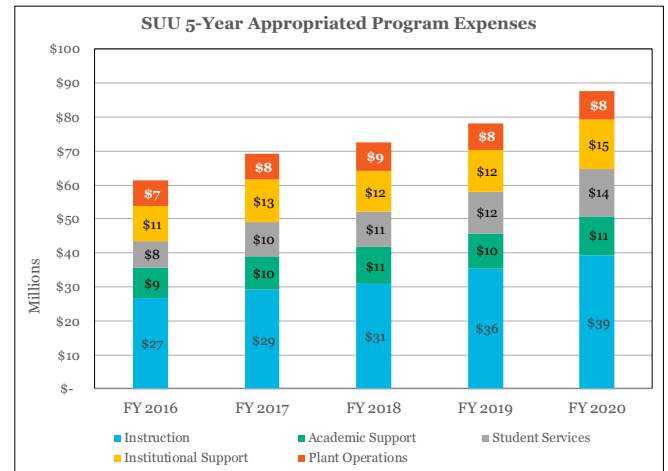
## Financial Summary 2021 General Session



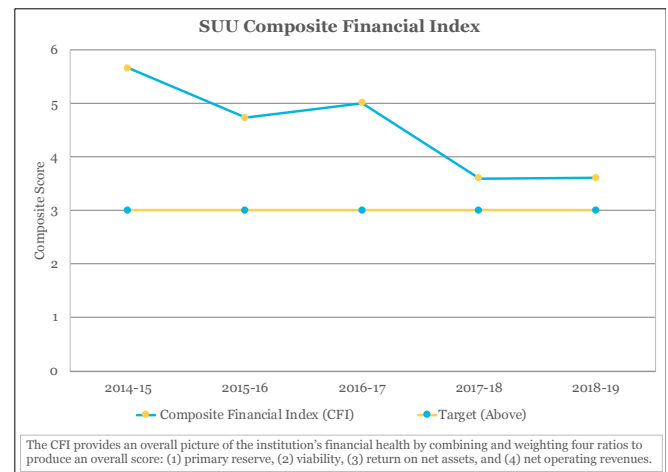
<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Tuition and Fees	\$53,190,810	\$67,688,993
Operating Grants/ Contracts		3,209,876
Sales/Services: Auxiliaries		18,067,790
Other Operating Revenue		31,420
State/Federal Appropriations	45,543,000	48,390,079
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>



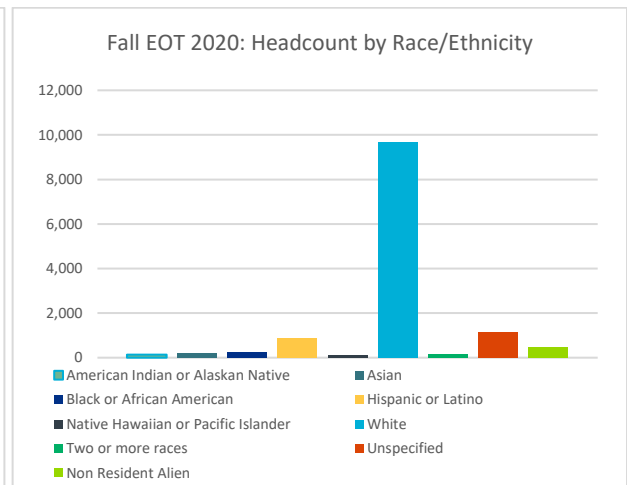
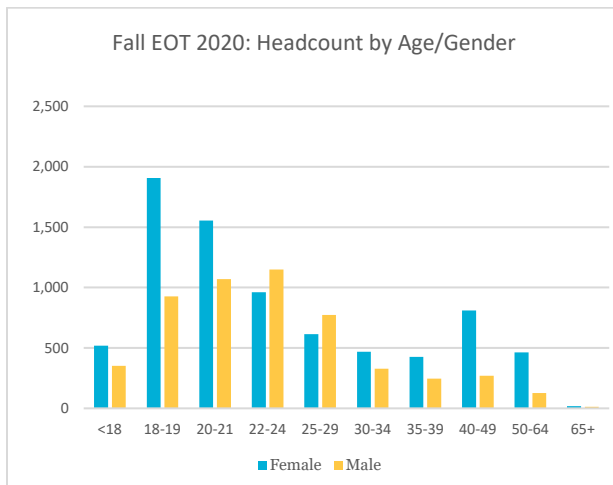
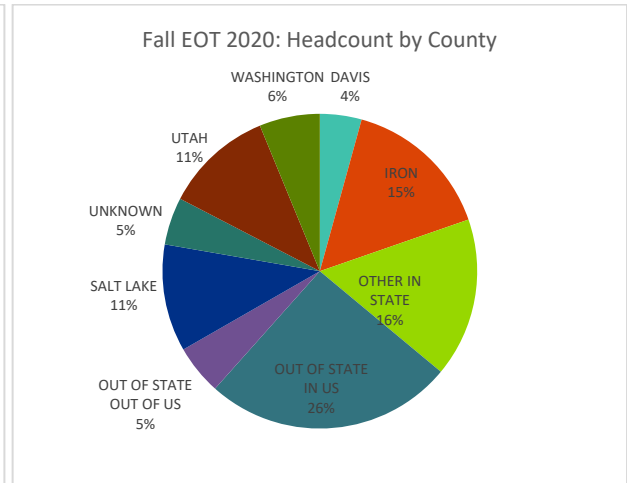
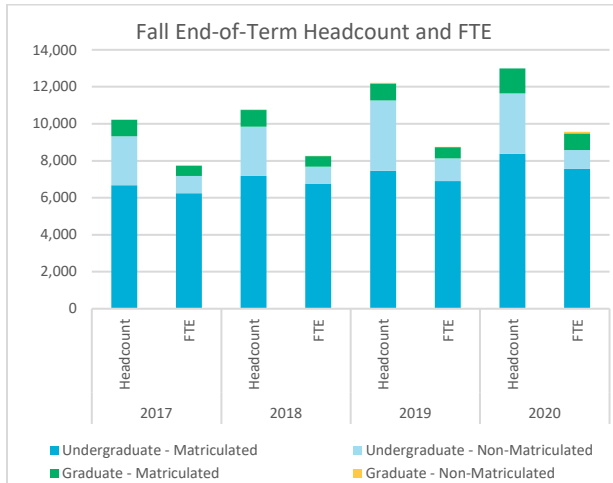
<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$39,385,665	\$57,674,464
Research	20,787	108,669
Public Service	748,338	21,867,892
Academic Support	11,435,389	14,560,902
Student Services	13,811,480	22,871,477
Institutional Support	14,535,797	17,506,937
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>



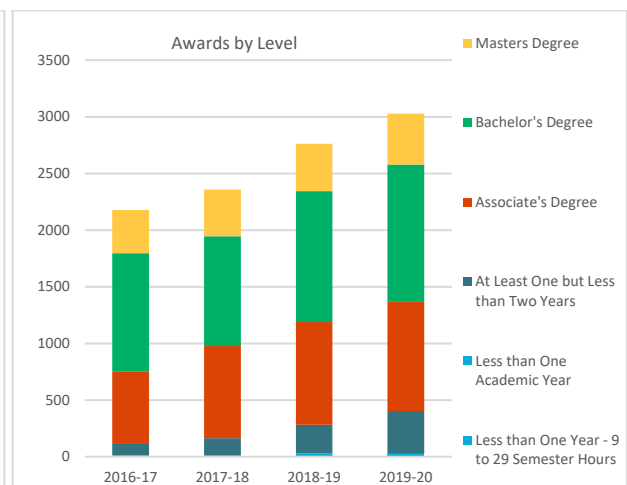
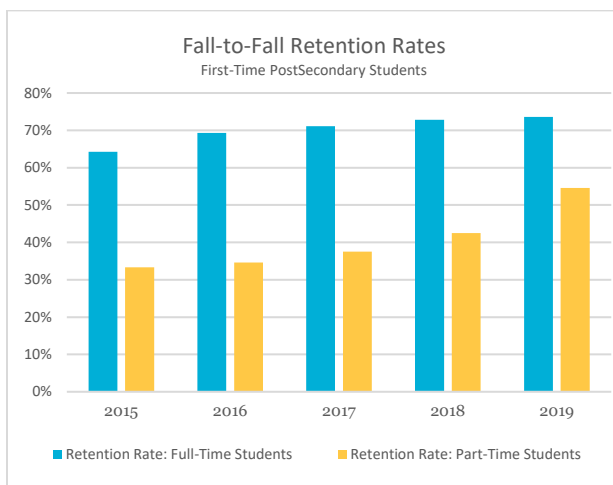
<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$21,396,914
Adjunct and TA Wages	4,010,215
Executive/Staff Wages	29,462,203
Employee Benefits	21,826,952
Travel	786,176
Current Expense	15,057,218
Fuel and Power	1,956,877
Equipment	443,762
Transfers	4,688,440
<b>Total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



## Student Enrollment



## Retention and Awards

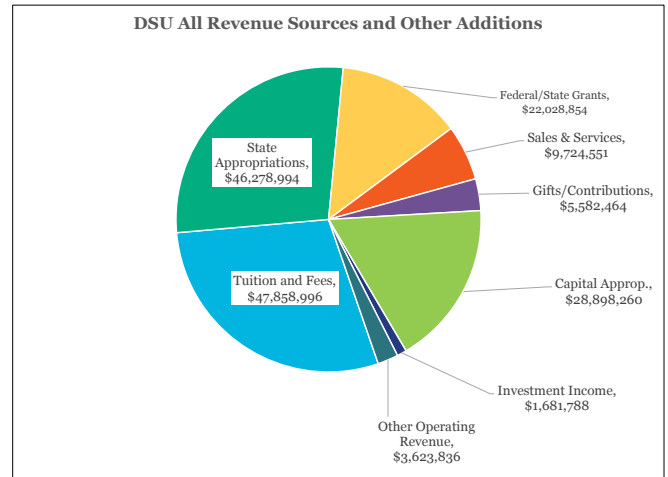


# Dixie State University

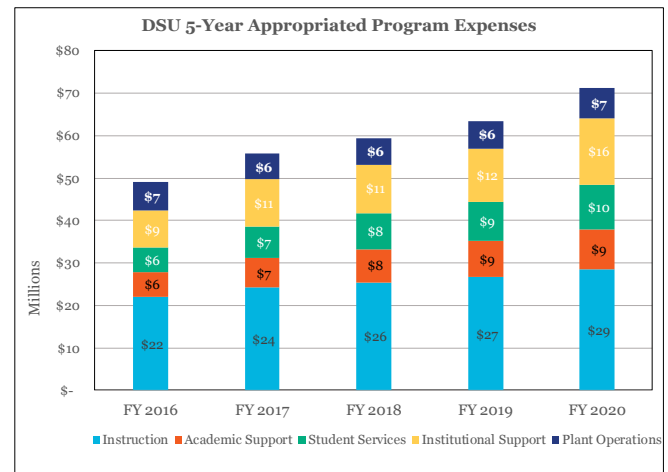
## Financial Summary 2021 General Session



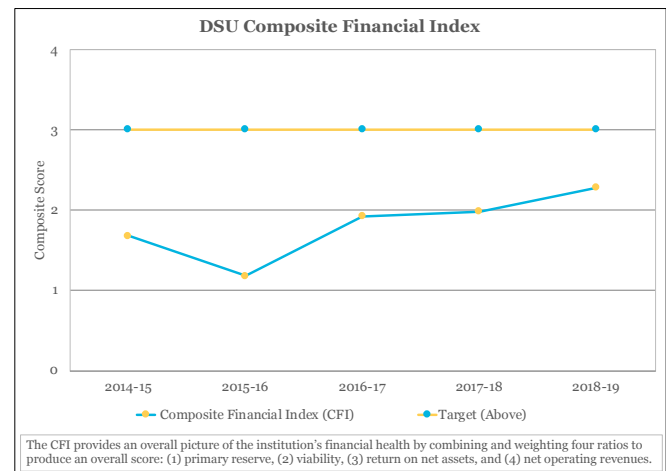
<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Tuition and Fees	\$37,000,141	\$47,858,996
Operating Grants/ Contracts		73,882
Sales/Services: Auxiliaries	32,932	9,724,551
Other Operating Revenue		3,453,375
State/Federal Appropriations	41,079,300	46,278,994
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>



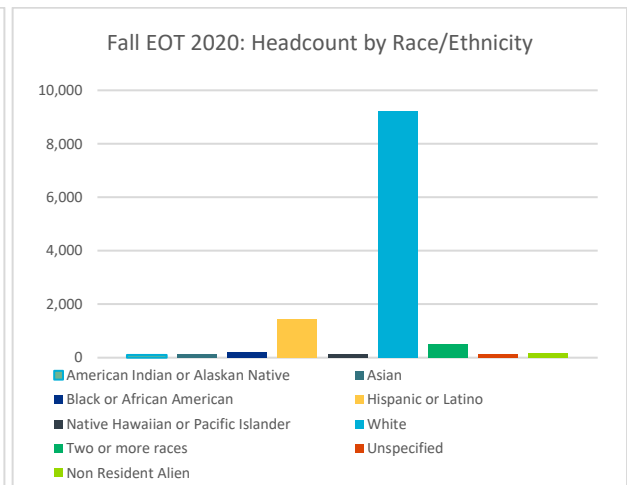
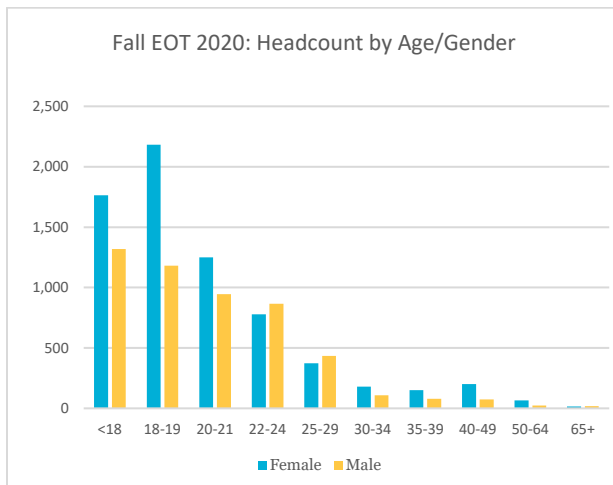
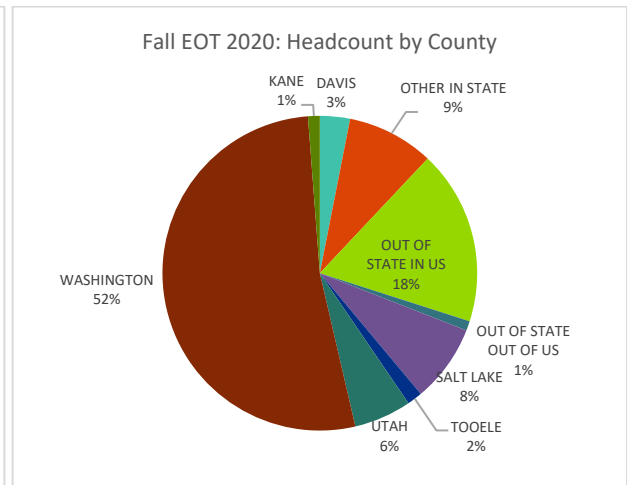
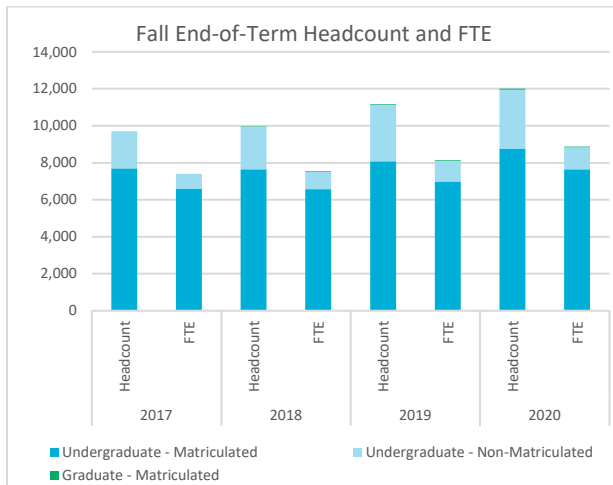
<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$28,606,788	\$29,974,979
Research		70,190
Public Service	1,503,935	5,506,859
Academic Support	9,348,506	14,353,943
Student Services	10,425,489	18,593,490
Institutional Support	15,634,798	14,673,669
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>



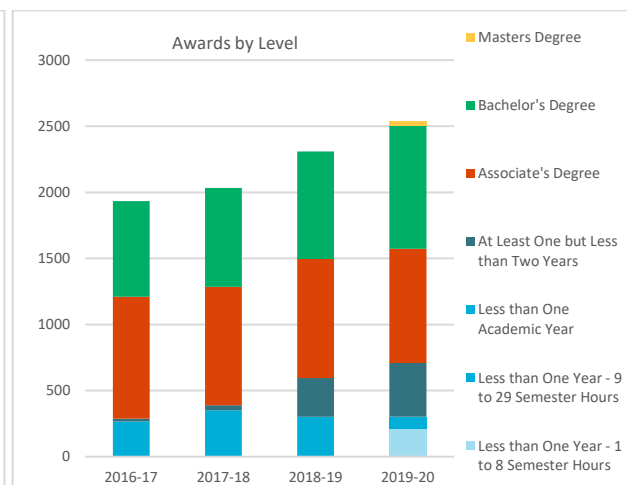
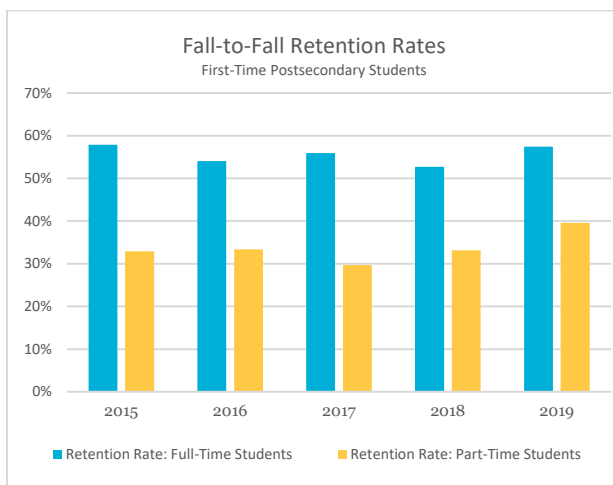
<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$15,608,757
Adjunct and TA Wages	4,655,301
Executive/Staff Wages	22,374,907
Employee Benefits	18,358,384
Travel	616,040
Current Expense	8,830,065
Fuel and Power	2,045,565
Equipment	324,723
Transfers	8,578,340
<b>Total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



## Student Enrollment



## Retention and Awards

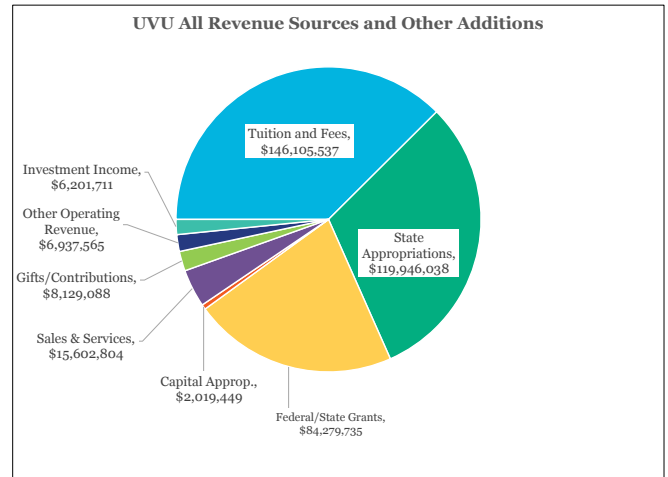


# Utah Valley University

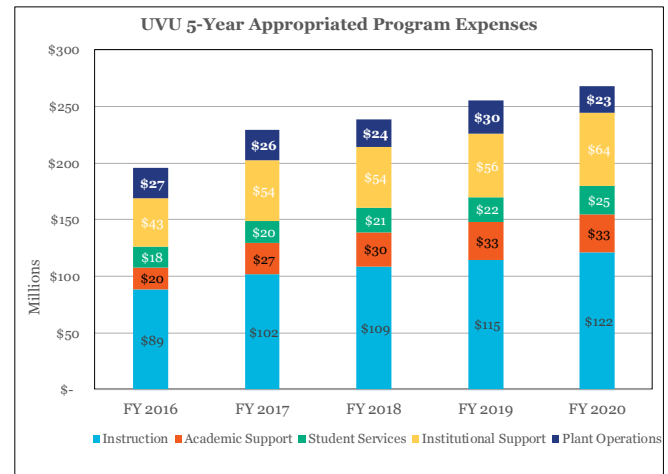
## Financial Summary 2021 General Session



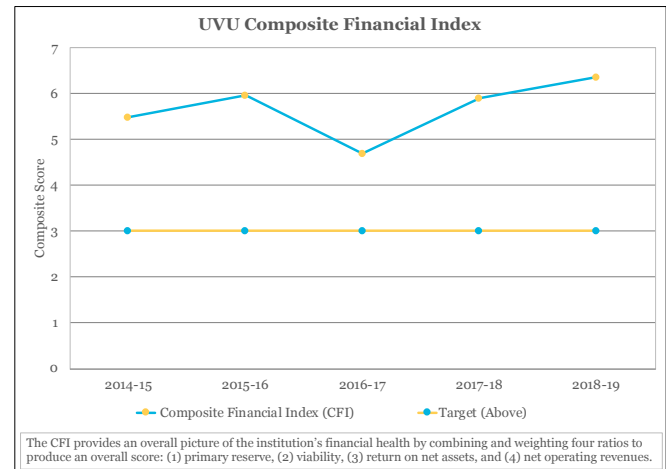
<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Tuition and Fees	\$143,114,436	\$146,105,537
Operating Grants/ Contracts		131,910
Sales/Services: Auxiliaries		15,602,804
Other Operating Revenue	123,619	5,440,368
State/Federal Appropriations	109,627,100	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>



<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
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>

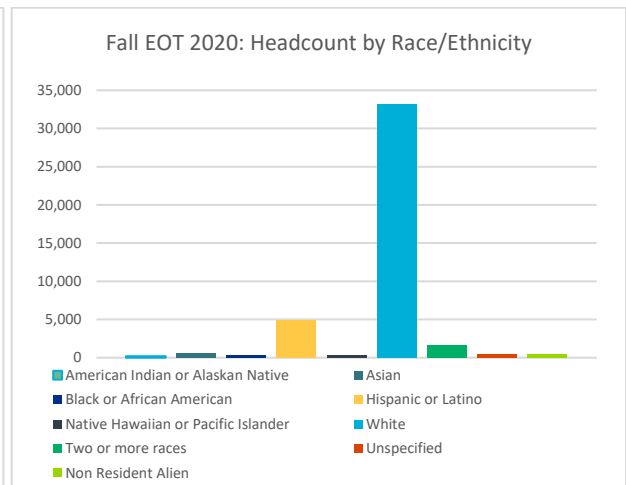
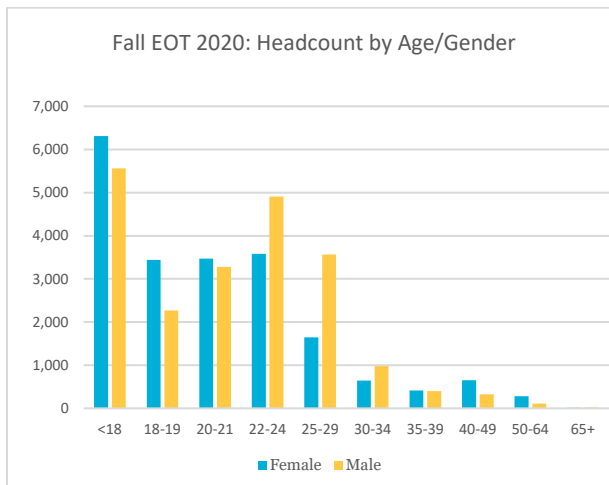
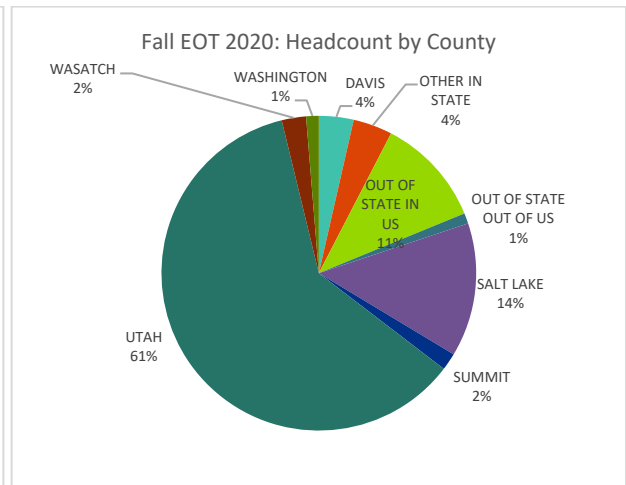
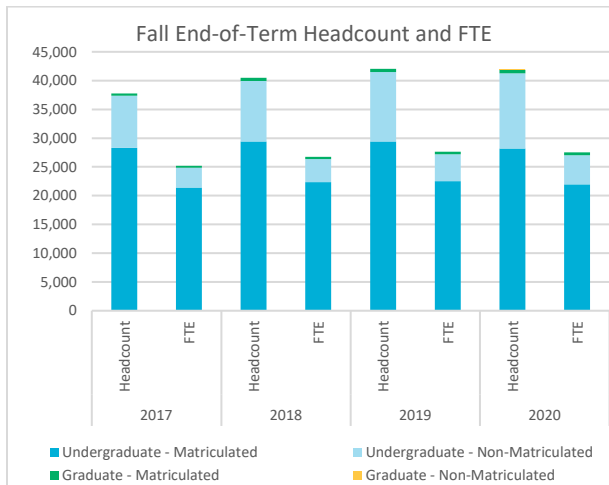


<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$55,663,576
Adjunct and TA Wages	15,008,352
Executive/Staff Wages	81,349,934
Employee Benefits	60,706,889
Travel	2,360,143
Current Expense	46,926,118
Fuel and Power	2,610,984
Equipment	5,421,867
Transfers	584,598
<b>Total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

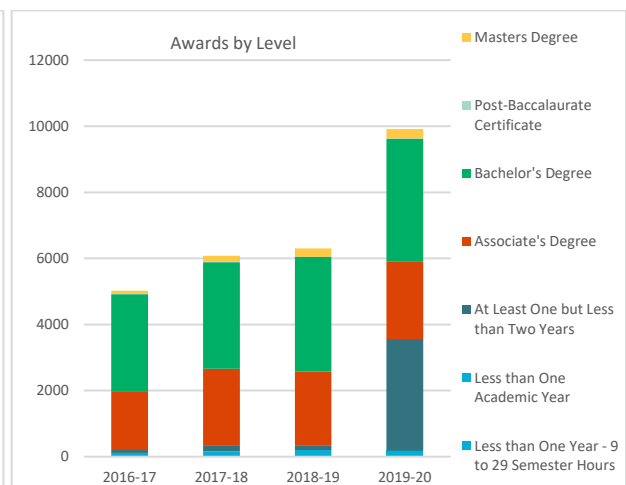
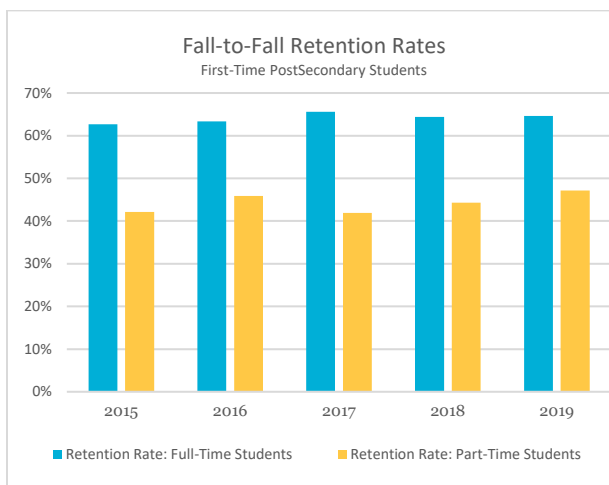




## Student Enrollment



## Retention and Awards



# **USHE**

## **Community Colleges**

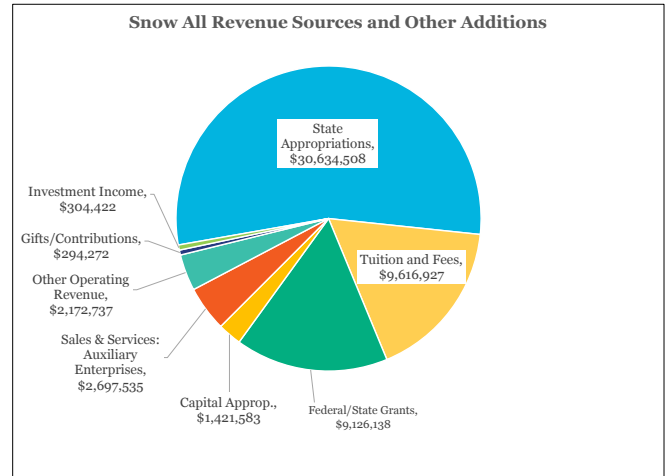
Financial and Performance Summary

# Snow College

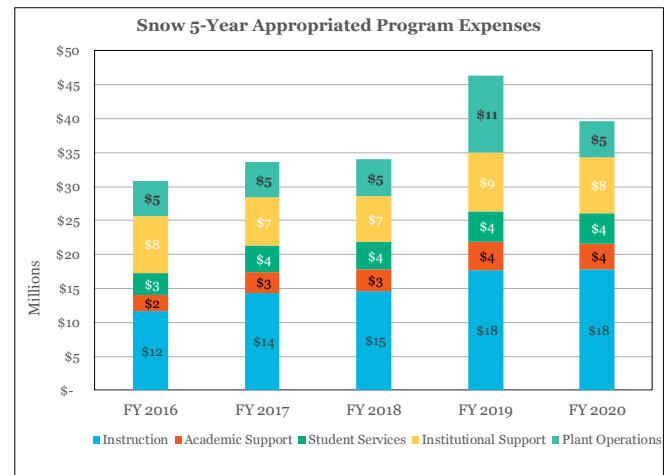
## Financial Summary 2021 General Session



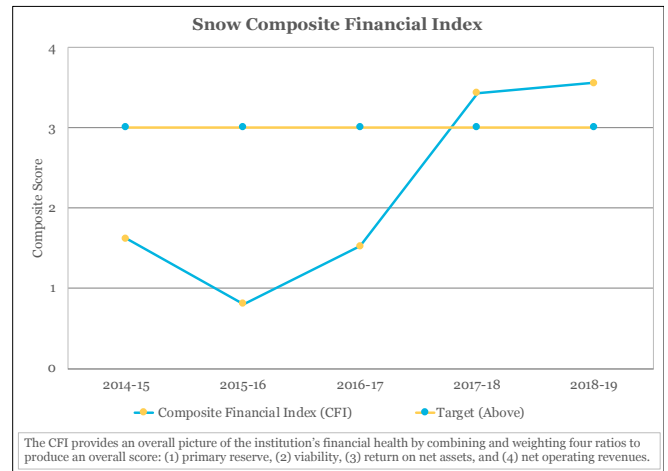
<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Tuition and Fees	\$11,542,171	\$9,616,927
Operating Grants/ Contracts		454,120
Sales/Services: Auxiliaries		2,697,535
Other Operating Revenue		1,204,738
State/Federal Appropriations	28,610,400	30,634,508
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>



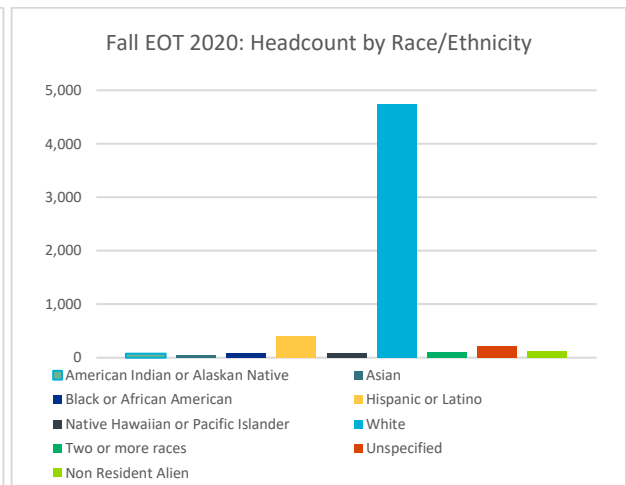
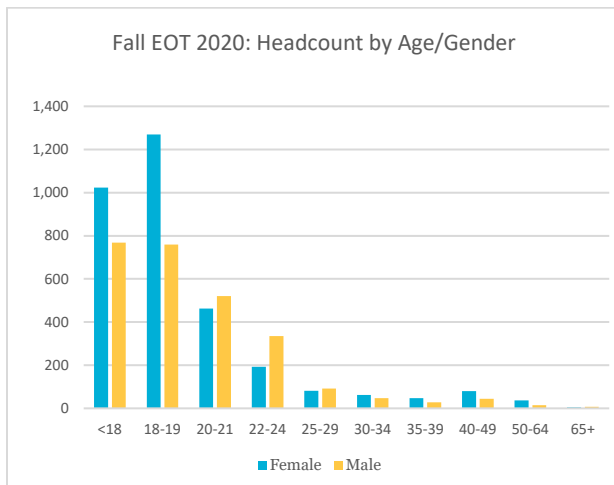
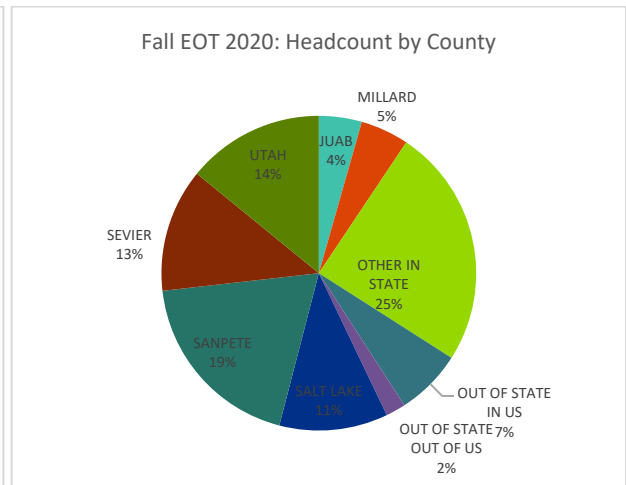
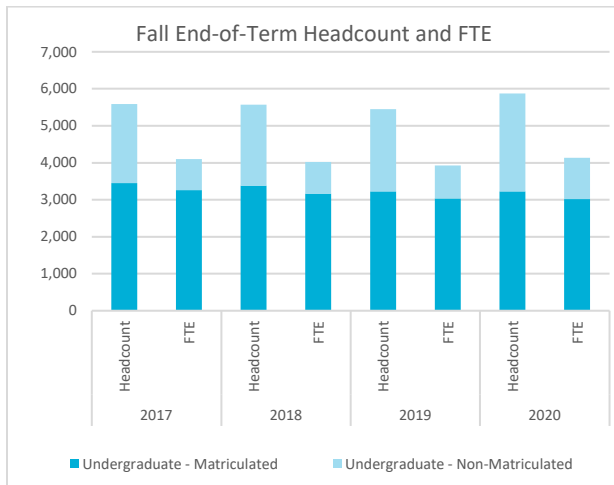
<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$17,820,544	\$19,478,430
Research		10,786
Public Service	320,985	747,720
Academic Support	3,876,943	4,384,668
Student Services	4,449,800	8,173,571
Institutional Support	8,175,052	5,962,018
Plant 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>



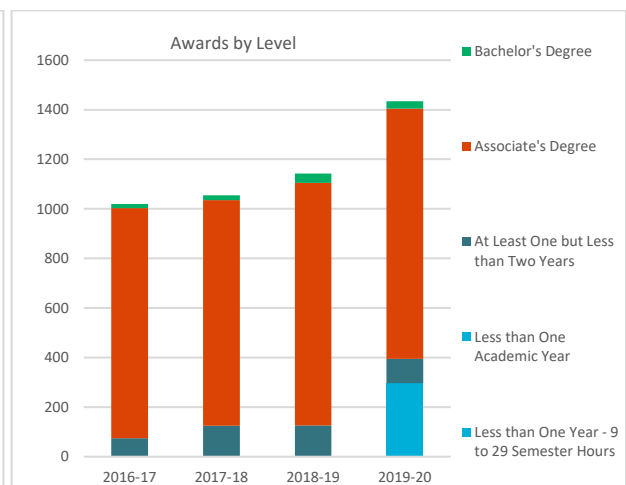
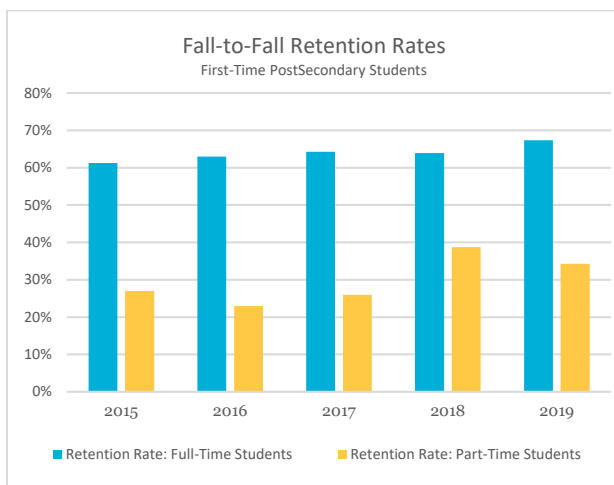
<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$9,183,107
Adjunct and TA Wages	1,803,155
Executive/Staff Wages	11,588,259
Employee Benefits	9,965,017
Travel	426,070
Current Expense	5,673,448
Fuel and Power	1,291,813
Equipment	59,913
Transfers	32,000
<b>Total Expenditures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



## Student Enrollment



## Retention and Awards

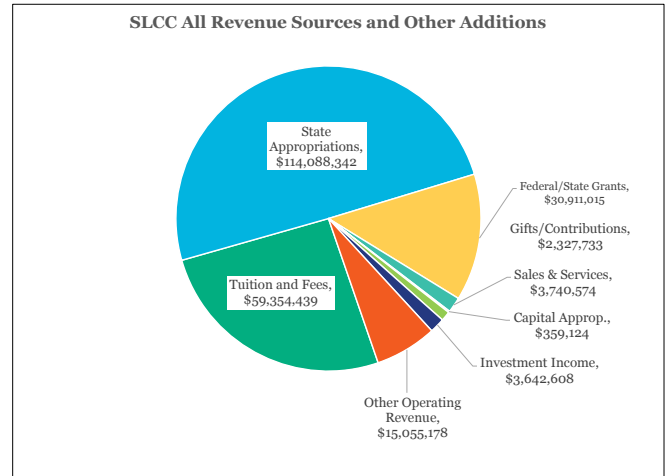


# Salt Lake Community College

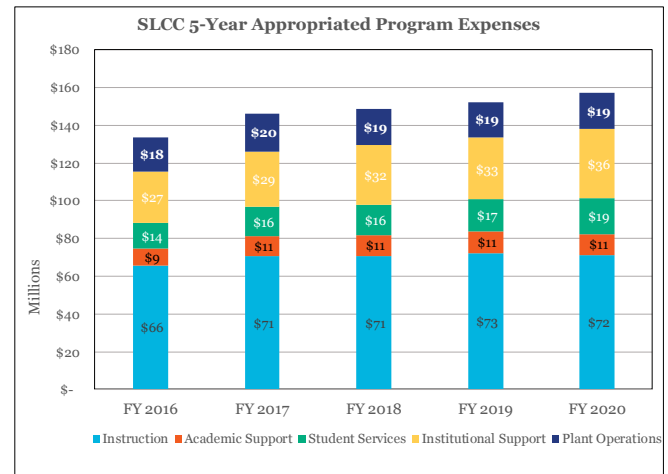
## Financial Summary 2021 General Session



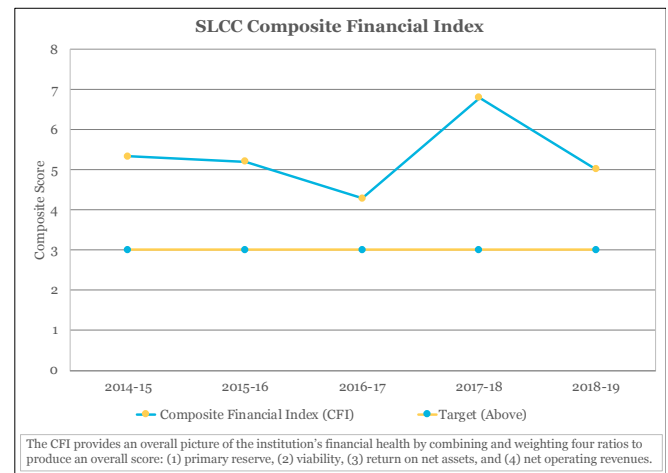
<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Tuition and Fees	\$55,953,007	\$59,354,439
Operating Grants/ Contracts		6,235,816
Sales/Services: Auxiliaries	18,055	3,740,574
Other Operating Revenue	2,461	3,853,487
State/Federal Appropriations	102,985,900	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>



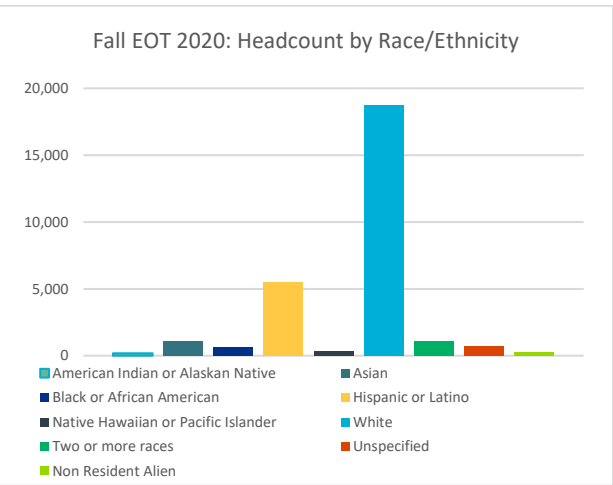
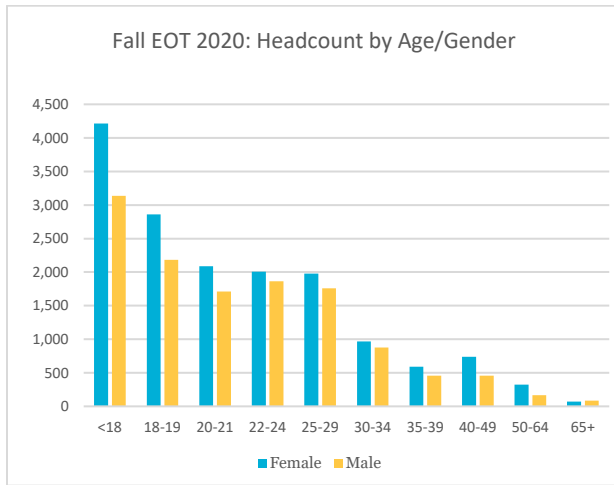
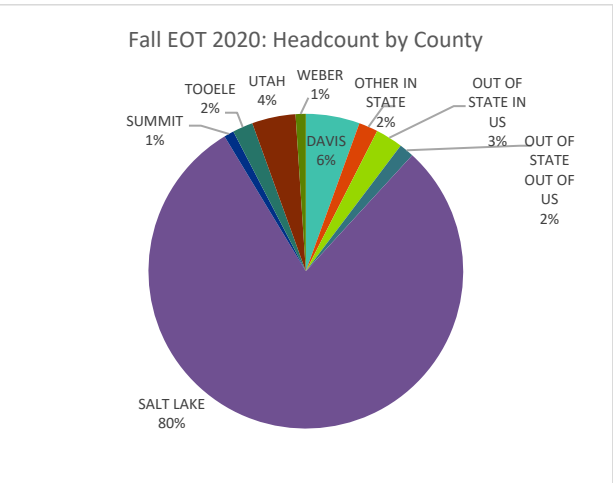
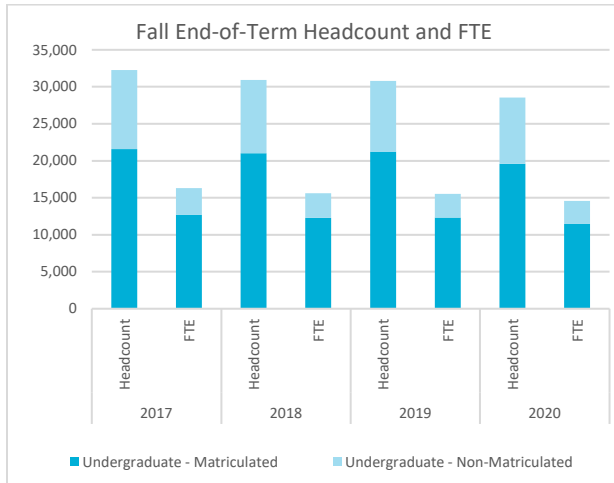
<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$71,526,843	\$80,600,424
Research		
Public Service	121,525	1,211,322
Academic Support	10,935,066	12,026,831
Student Services	19,183,102	27,271,361
Institutional Support	36,437,455	39,982,643
Plant 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>



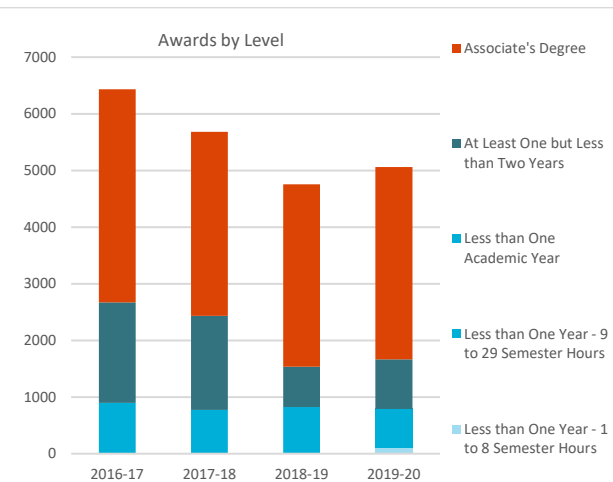
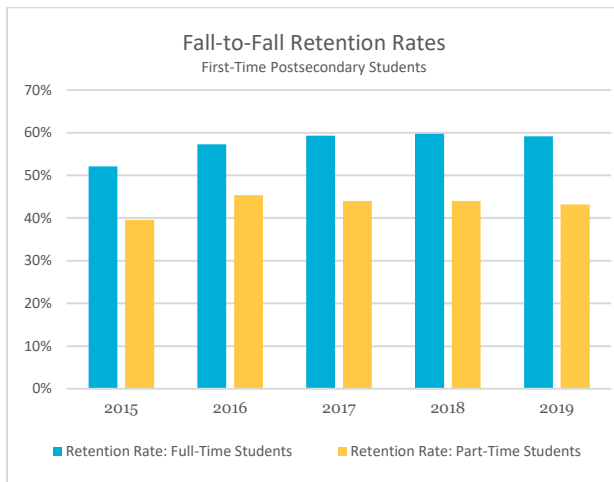
<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$23,926,345
Adjunct and TA Wages	14,369,562
Executive/Staff Wages	56,307,587
Employee Benefits	39,107,789
Travel	596,871
Current Expense	19,795,346
Fuel and Power	2,225,834
Equipment	2,265,988
Transfers	2,867,605
<b>Total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



## Student Enrollment



## Retention and Awards



# **USHE**

## **Technical Colleges**

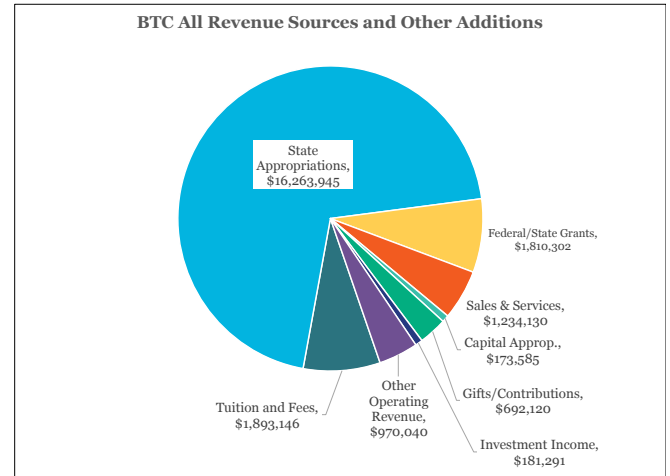
Financial and Performance Summary

# Bridgerland Technical College

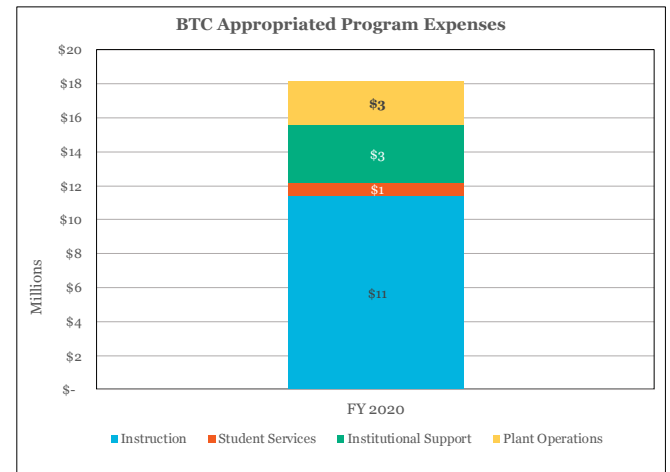
## Financial Summary 2021 General Session



<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
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>



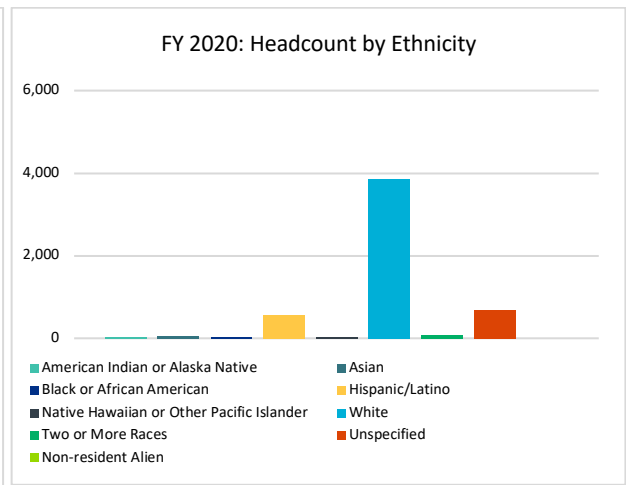
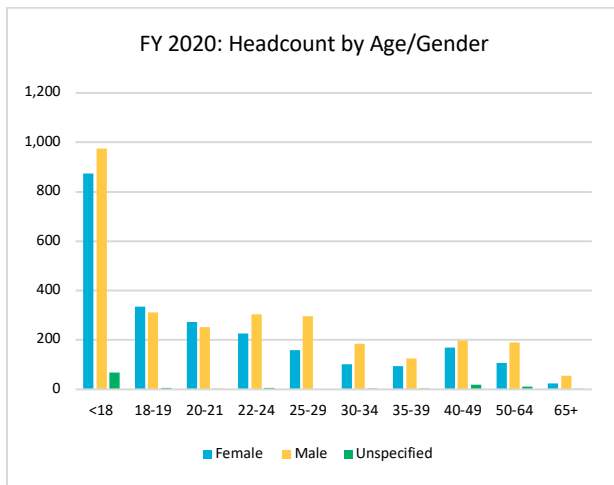
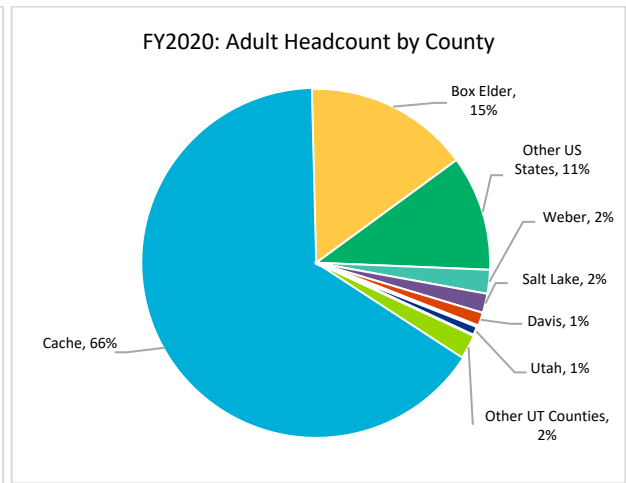
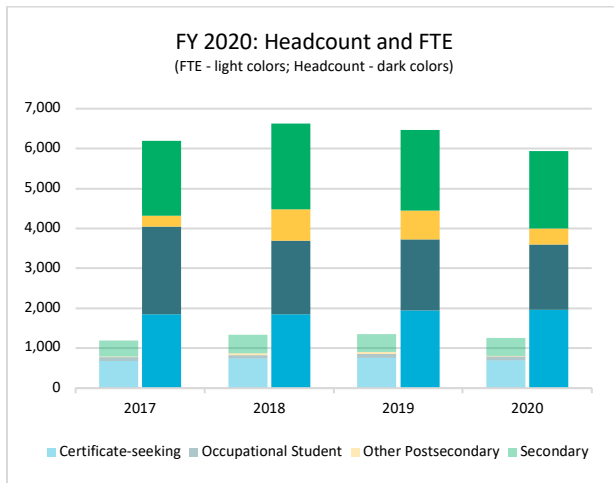
<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$11,418,996	\$10,378,709
Research		
Public Service		
Academic Support		957,487
Student Services	769,155	819,791
Institutional Support	3,364,778	3,200,625
Plant Operations	2,595,882	2,338,608
Depreciation		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>



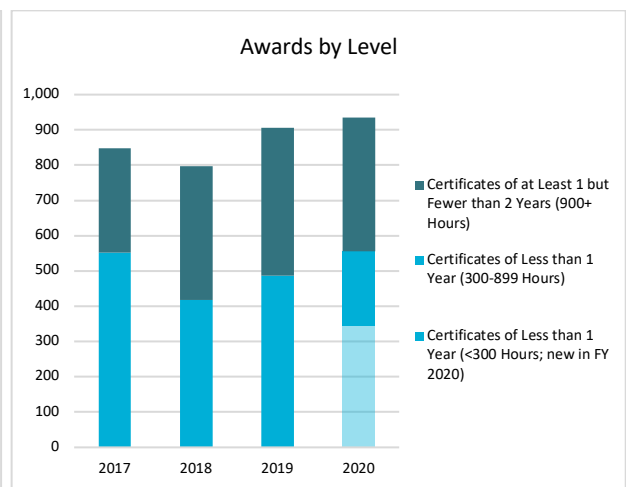
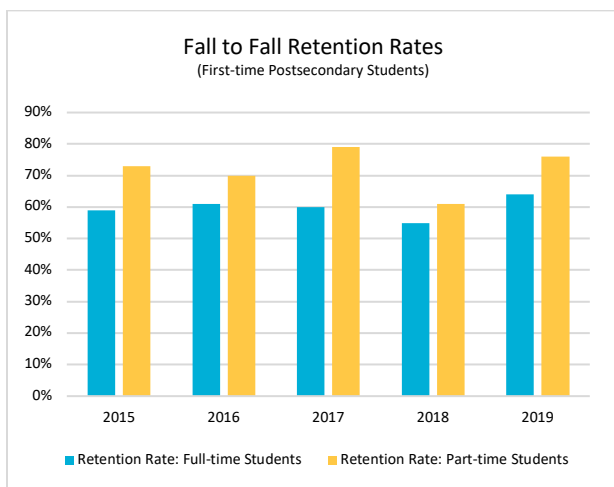
<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$5,132,581
Adjunct and TA Wages	1,165,852
Executive/Staff Wages	2,581,014
Employee Benefits	4,509,767
Travel	
Current Expense	3,687,220
Fuel and Power	
Equipment	1,072,377
Transfers	
<b>Total Expenditures</b>	<b>\$18,148,811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



## Student Enrollment



## Retention and Awards

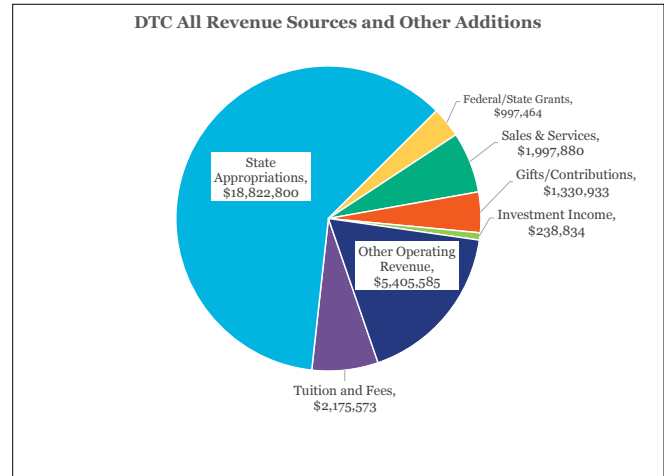


# Davis Technical College

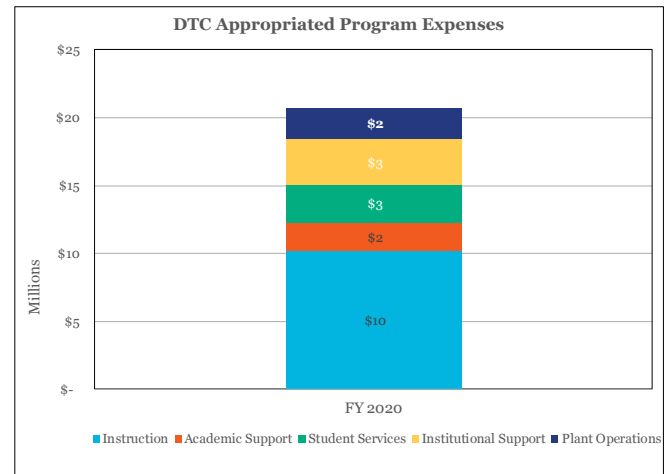
## Financial Summary 2021 General Session



<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
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>

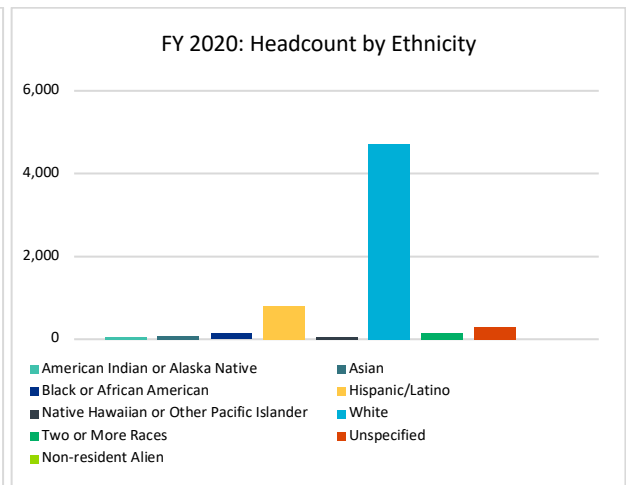
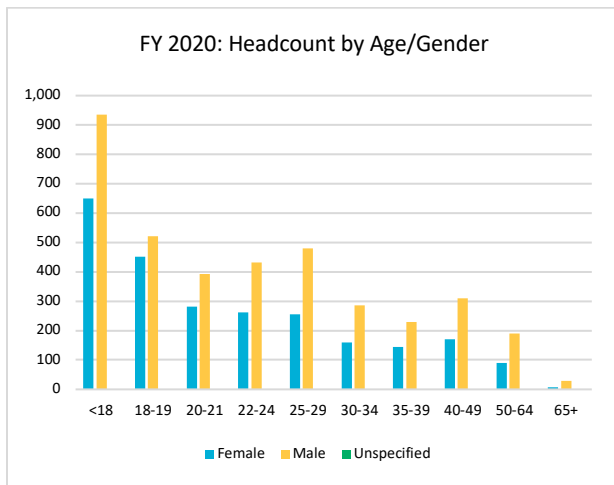
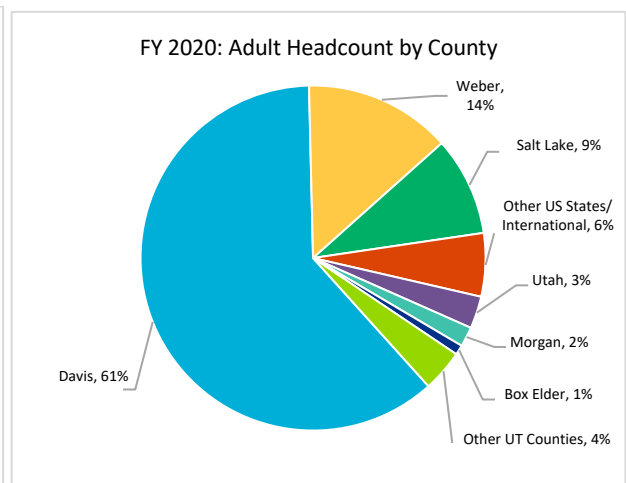
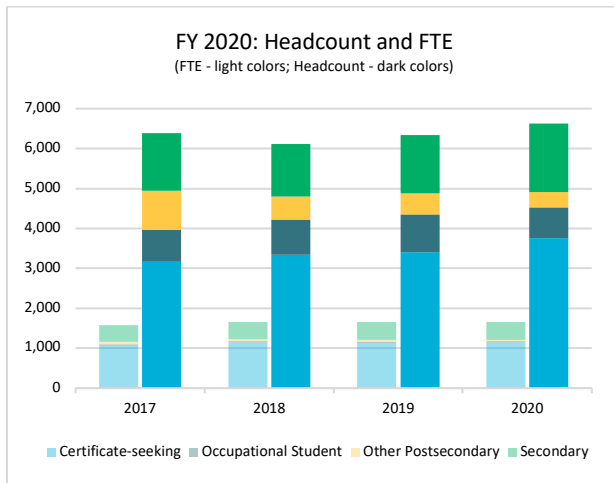


<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$10,190,313	\$11,915,263
Research		
Public Service		
Academic Support	2,110,711	2,841,866
Student Services	2,763,058	3,424,813
Institutional Support	3,434,174	3,852,416
Plant Operations	2,252,159	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>

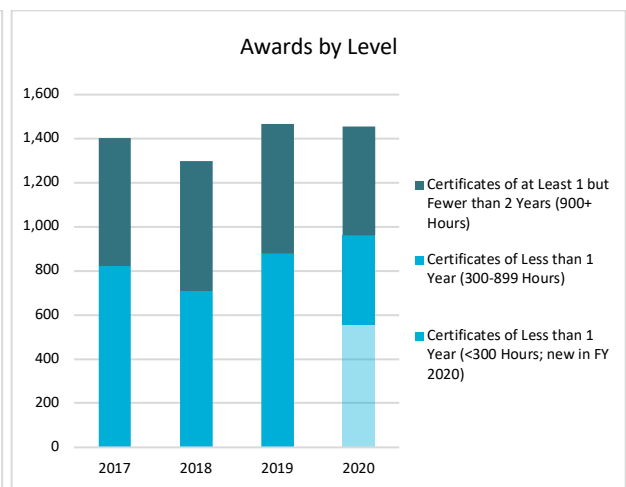
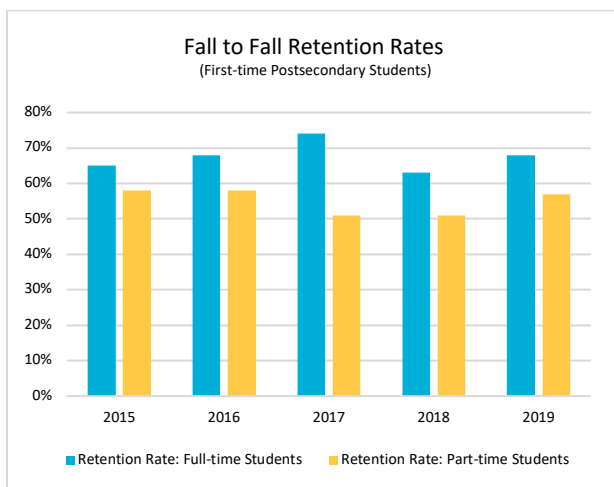


<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$5,087,263
Adjunct and TA Wages	807,031
Executive/Staff Wages	6,045,586
Employee Benefits	5,204,634
Travel	72,042
Current Expense	2,830,427
Fuel and Power	418,317
Equipment	488,586
Transfers	
<b>Total Expenditures</b>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

## Student Enrollment



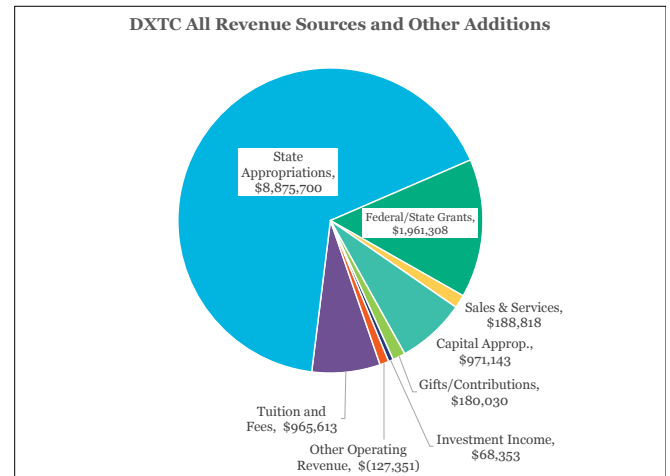
## Retention and Awards



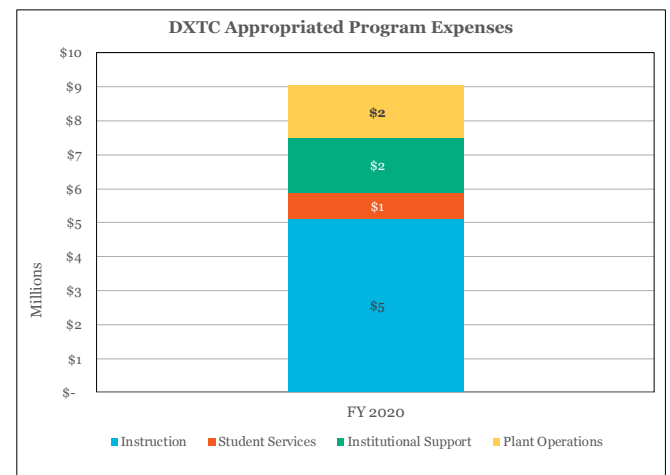
# Dixie Technical College

## 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>

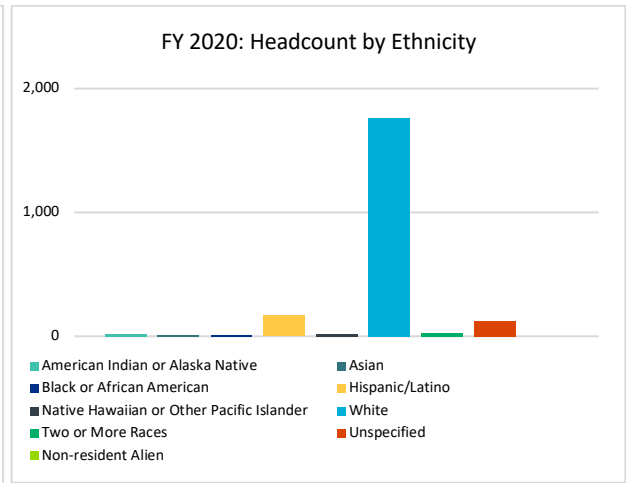
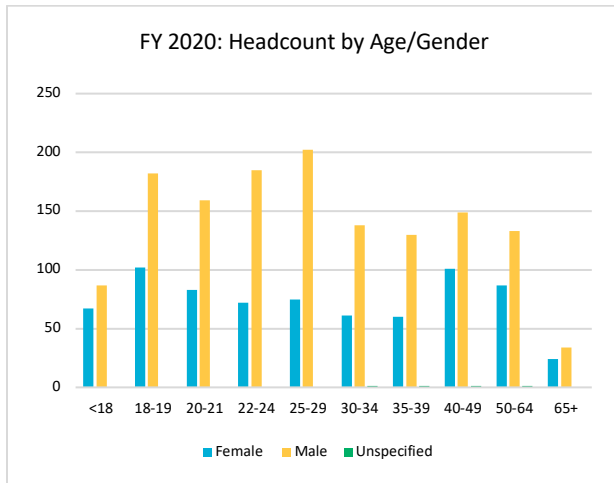
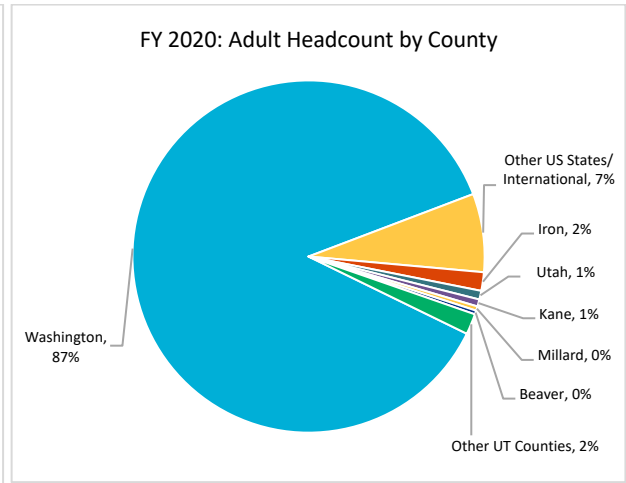
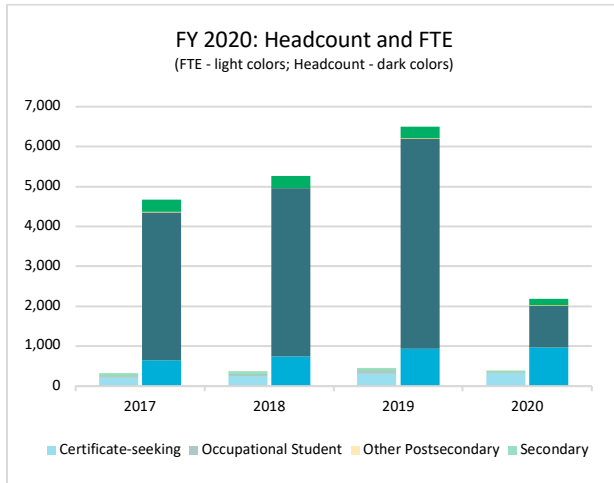


<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$5,116,056	\$4,984,715
Research		
Public Service		318,603
Academic Support	318,857	323,857
Student Services	772,736	807,736
Institutional Support	1,615,654	1,685,654
Plant Operations	1,543,386	1,843,386
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>

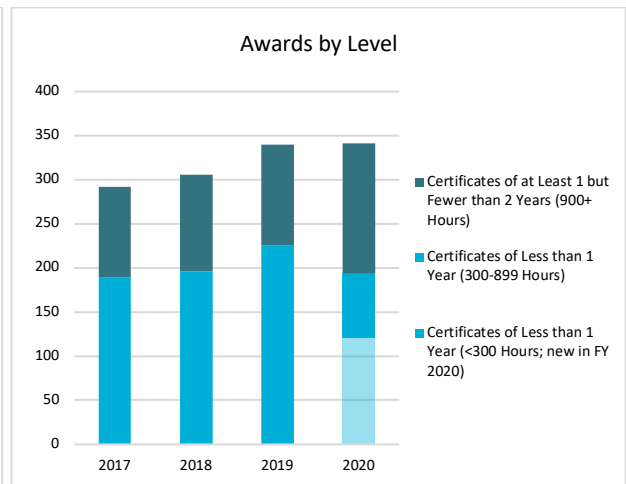
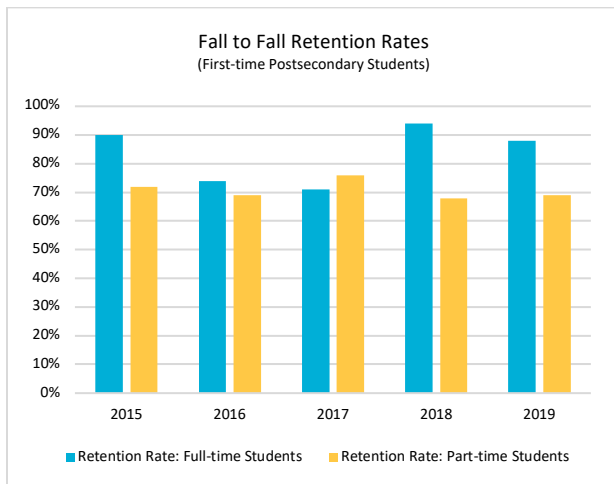


<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$1,936,101
Adjunct and TA Wages	580,065
Executive/Staff Wages	2,624,147
Employee Benefits	1,867,399
Travel	78,734
Current Expense	1,647,289
Fuel and Power	160,446
Equipment	742,619
Transfers	
<b>Total Expenditures</b>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

## Student Enrollment



## Retention and Awards

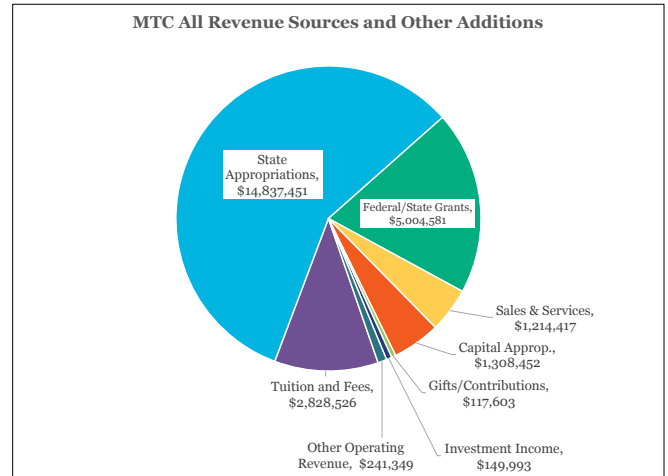


# Mountainland Technical College

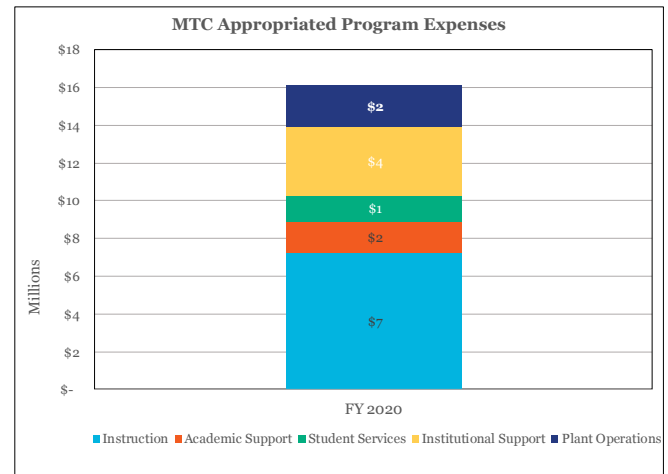
## Financial Summary 2021 General Session



<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
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>

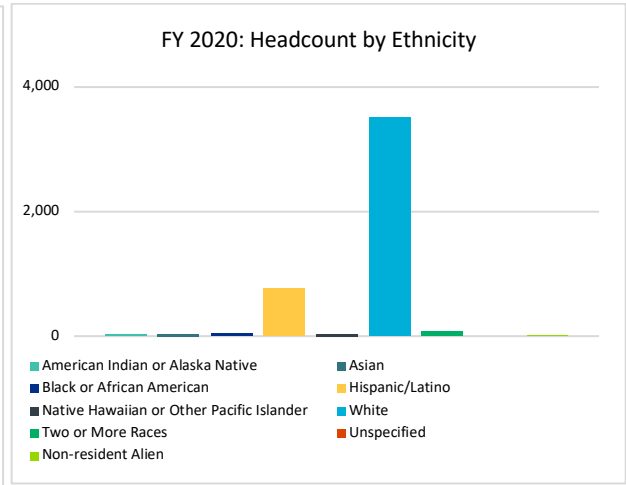
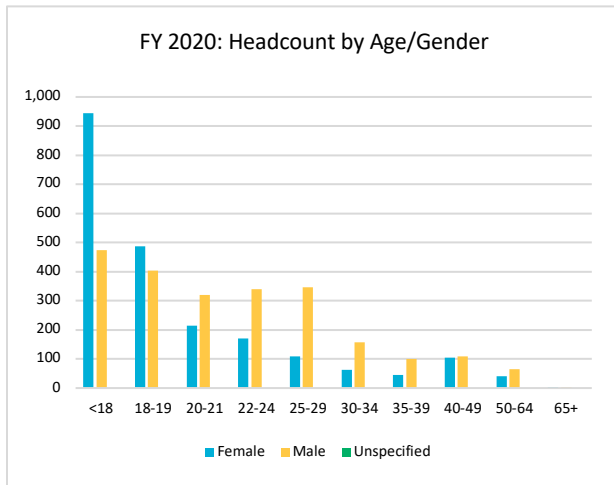
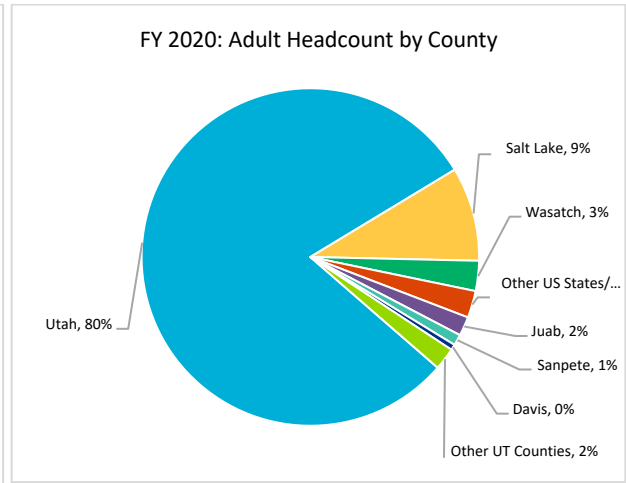
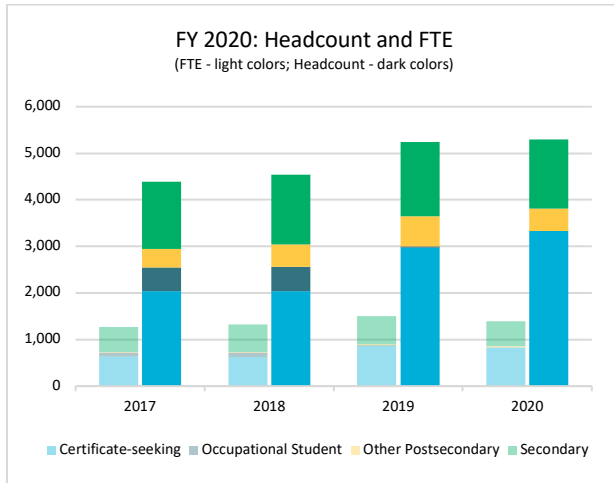


<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$7,267,598	\$9,051,998
Research		
Public Service		
Academic Support	1,644,179	1,771,774
Student Services	1,400,996	1,472,556
Institutional Support	3,618,843	4,730,835
Plant Operations	2,223,984	4,569,046
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>

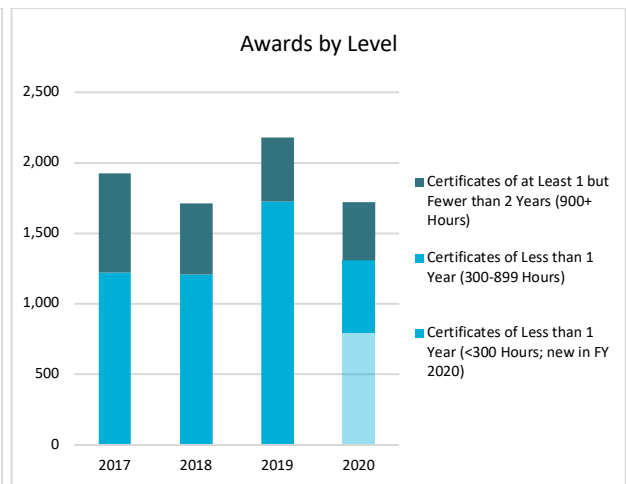
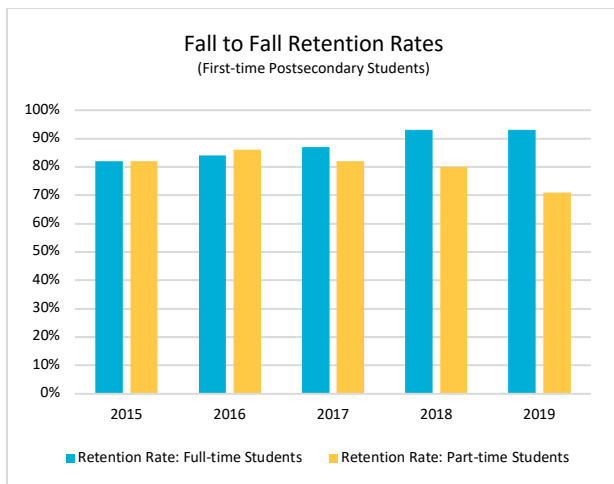


<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$2,856,470
Adjunct and TA Wages	2,018,246
Executive/Staff Wages	4,768,486
Employee Benefits	3,764,564
Travel	114,980
Current Expense	1,219,182
Fuel and Power	342,029
Equipment	1,071,643
Transfers	884,451
<b>Total Expenditures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

## Student Enrollment



## Retention and Awards

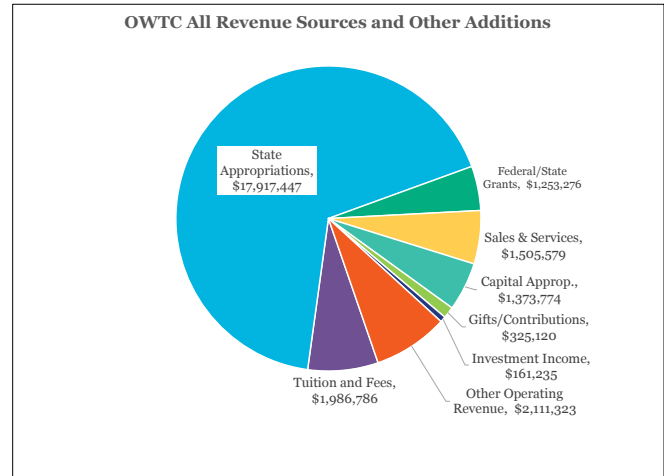


# Ogden-Weber Technical College

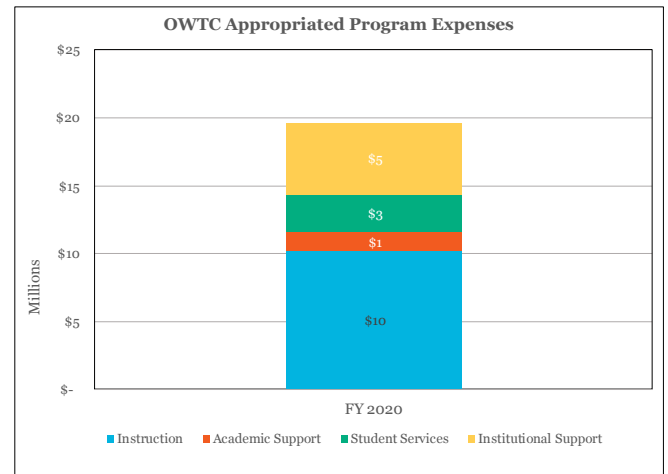
## Financial Summary 2021 General Session



<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
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>



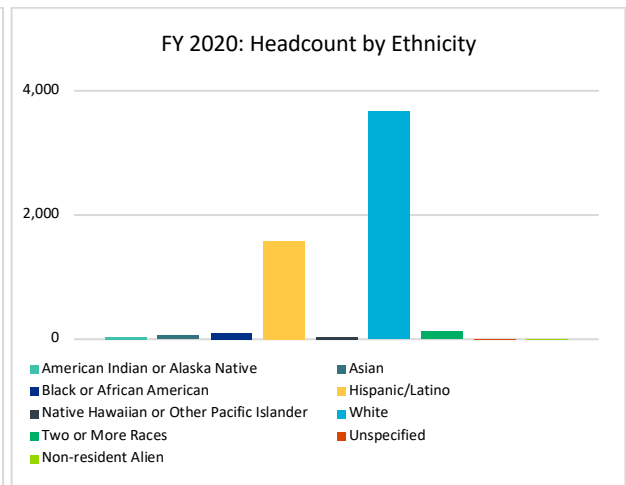
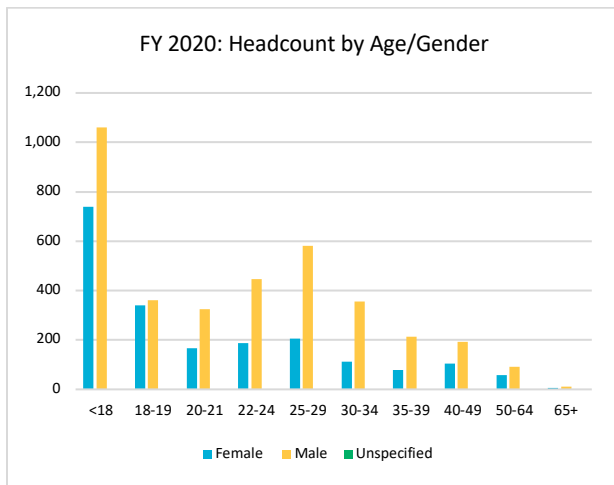
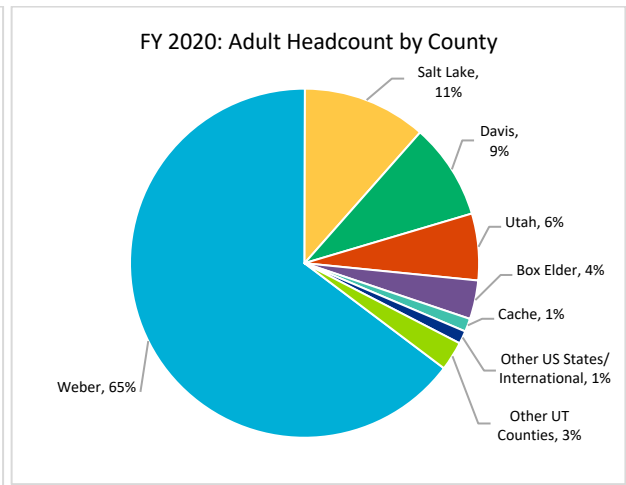
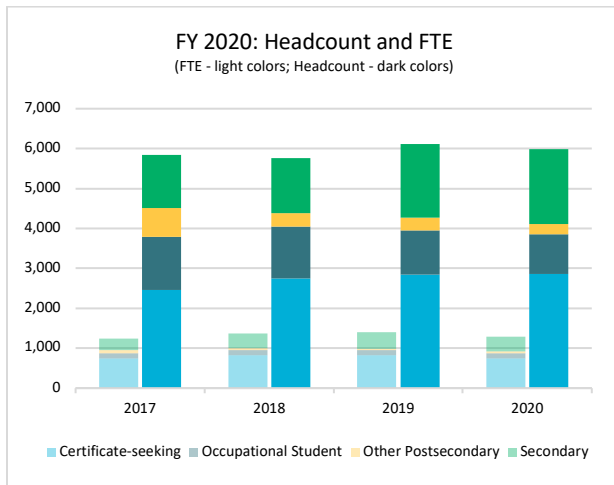
<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$10,250,690	\$9,884,726
Research		
Public Service		
Academic Support	1,320,427	1,570,004
Student Services	2,828,189	2,833,670
Institutional Support	5,199,378	3,059,329
Plant Operations		2,174,912
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>



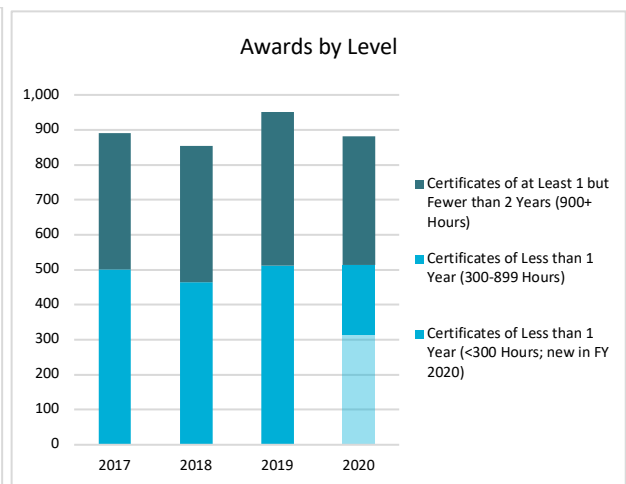
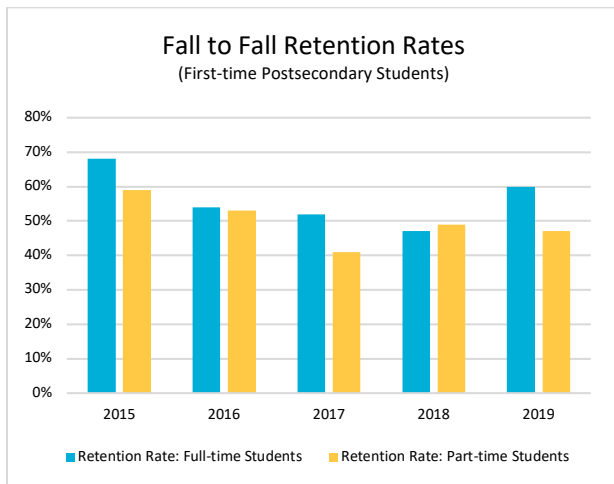
<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$3,420,000
Adjunct and TA Wages	1,542,979
Executive/Staff Wages	4,812,847
Employee Benefits	4,054,911
Travel	42,086
Current Expense	4,279,363
Fuel and Power	
Equipment	1,446,498
Transfers	
<b>Total Expenditures</b>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



## Student Enrollment



## Retention and Awards

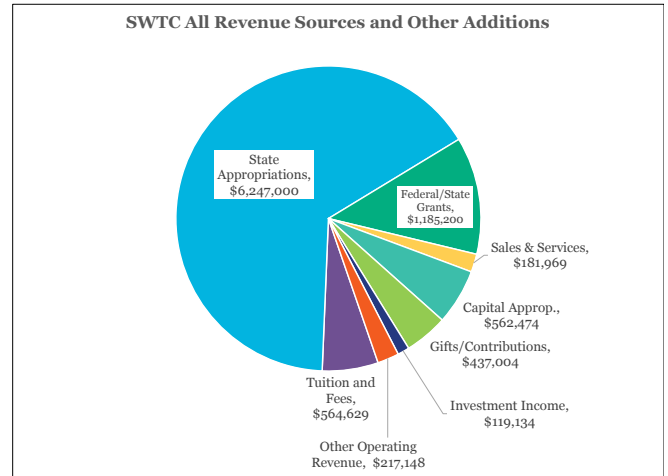


# Southwest Technical College

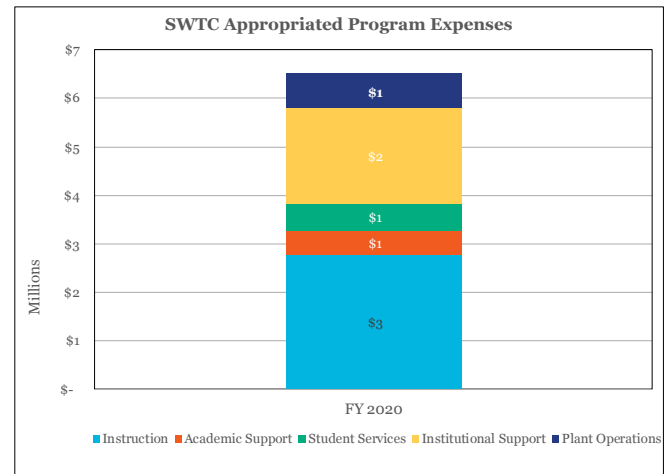
## Financial Summary 2021 General Session



<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
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>

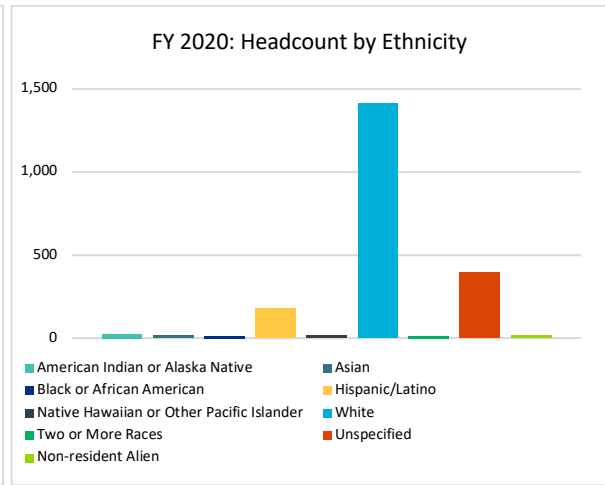
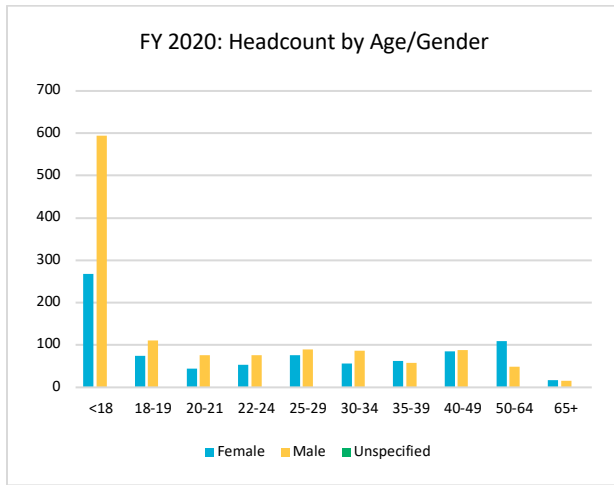
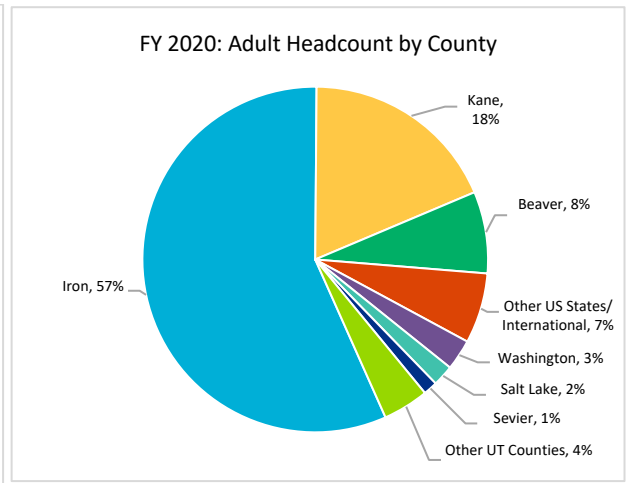
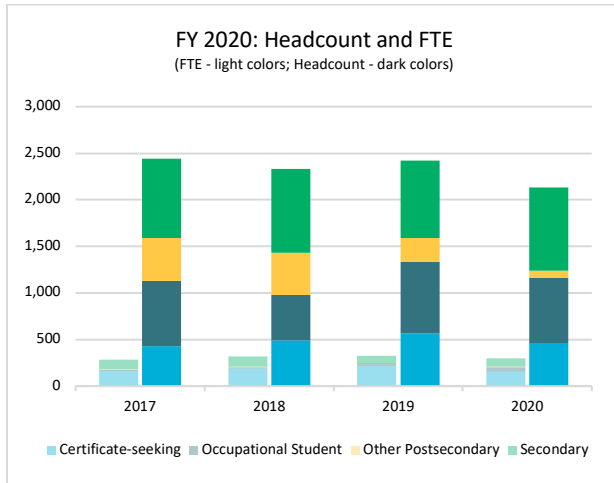


<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$2,769,725	\$2,757,462
Research		
Public Service		
Academic Support	504,649	472,398
Student Services	555,237	558,614
Institutional Support	1,964,840	1,600,641
Plant Operations	704,429	755,657
Depreciation		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>

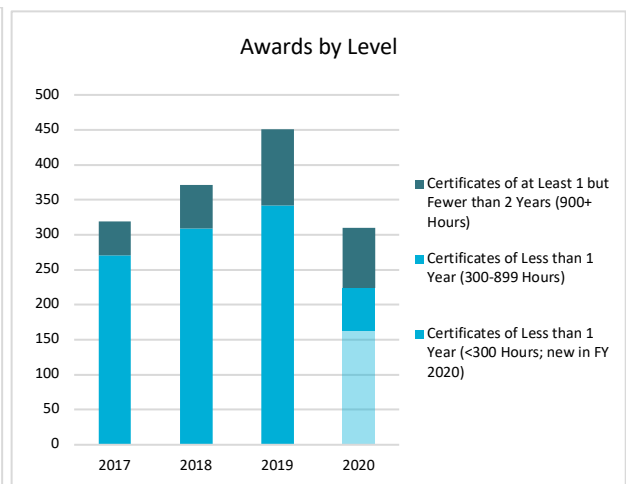
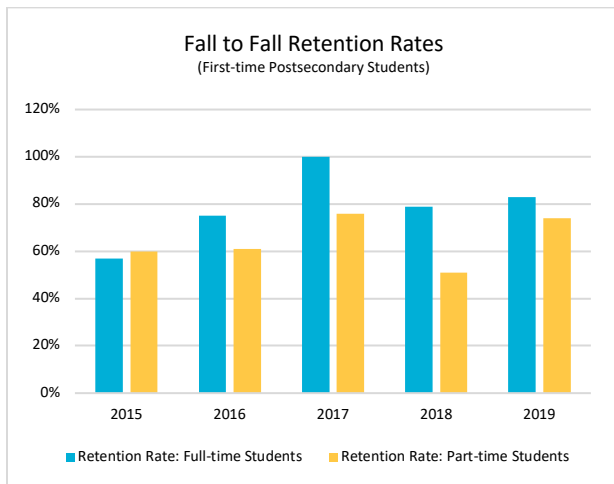


<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$867,678
Adjunct and TA Wages	332,697
Executive/Staff Wages	1,838,217
Employee Benefits	1,305,816
Travel	59,976
Current Expense	1,532,608
Fuel and Power	106,054
Equipment	455,834
Transfers	
<b>Total Expenditures</b>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

## Student Enrollment



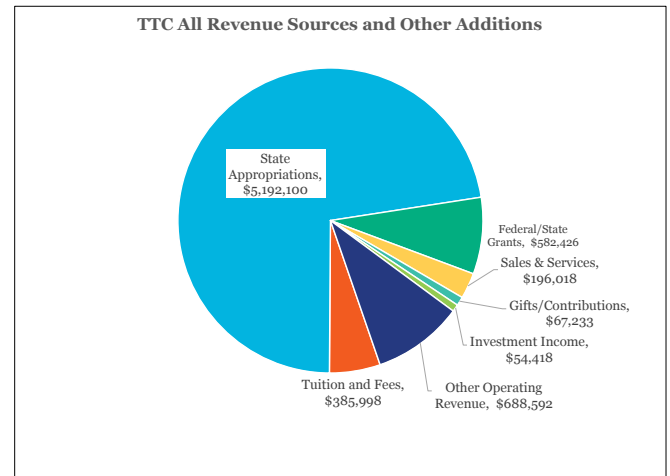
## Retention and Awards



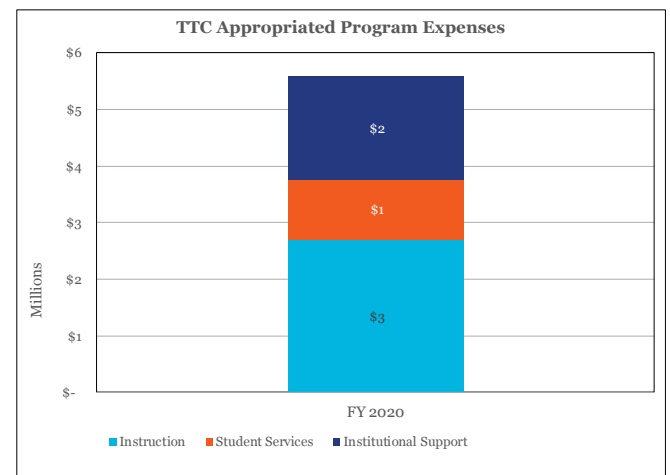
# Tooele Technical College

## Financial Summary 2021 General Session

<b>Revenues/Other Additions</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
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>

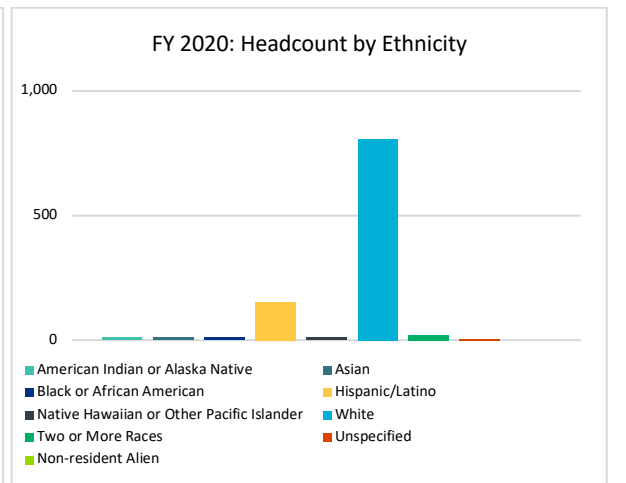
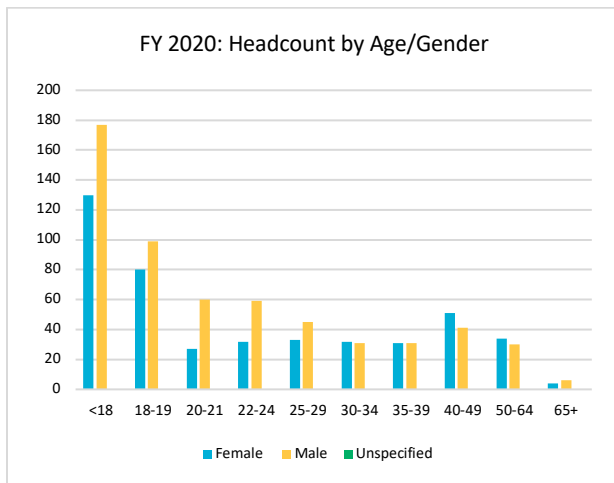
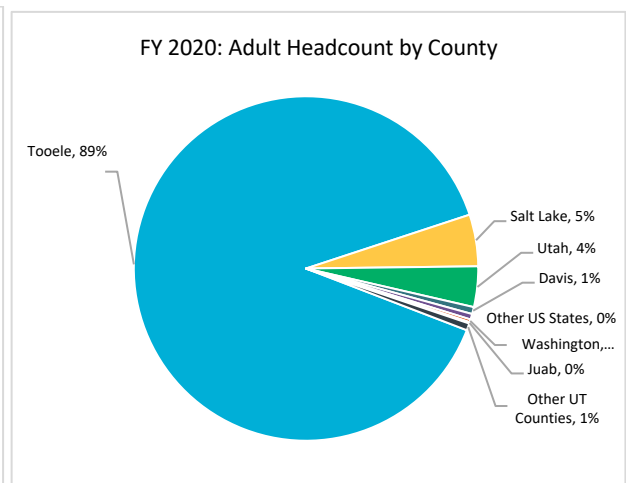
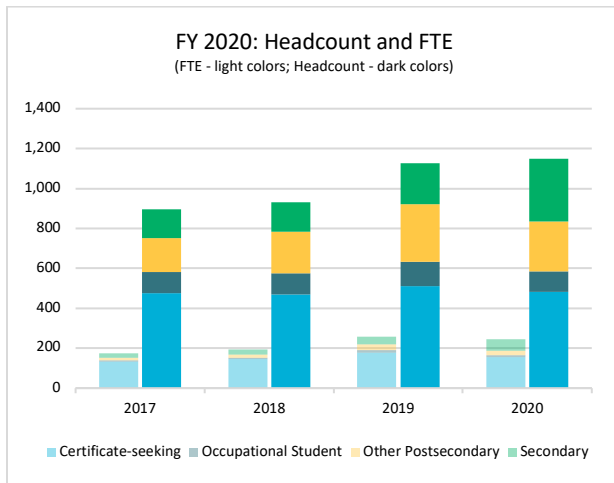


<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$2,697,903	\$2,697,903
Research		
Public Service		
Academic Support		
Student Services	1,067,756	1,067,756
Institutional Support	1,822,701	1,822,701
Plant Operations	350,939	350,939
Depreciation		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>

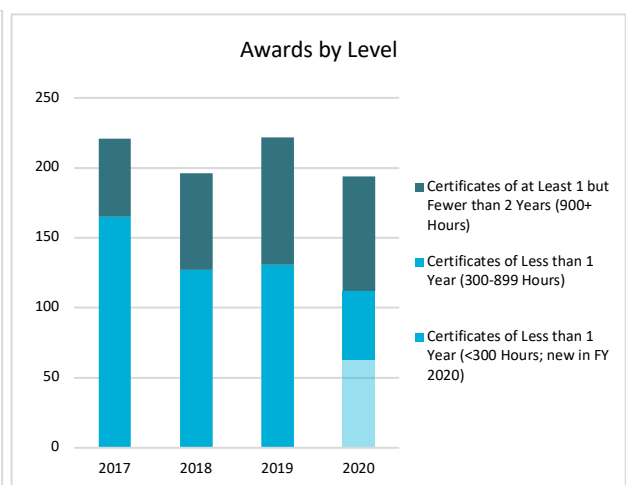
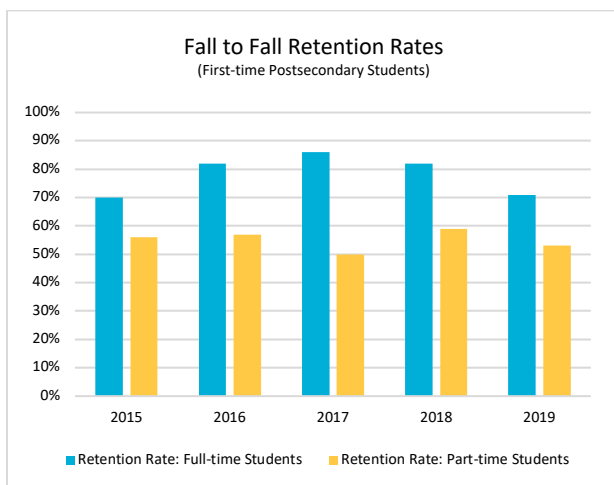


<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$1,544,845
Adjunct and TA Wages	
Executive/Staff Wages	1,735,514
Employee Benefits	1,601,144
Travel	27,974
Current Expense	470,217
Fuel and Power	149,405
Equipment	410,200
Transfers	
<b>Total Expenditures</b>	<b>\$5,939,299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

## Student Enrollment



## Retention and Awards

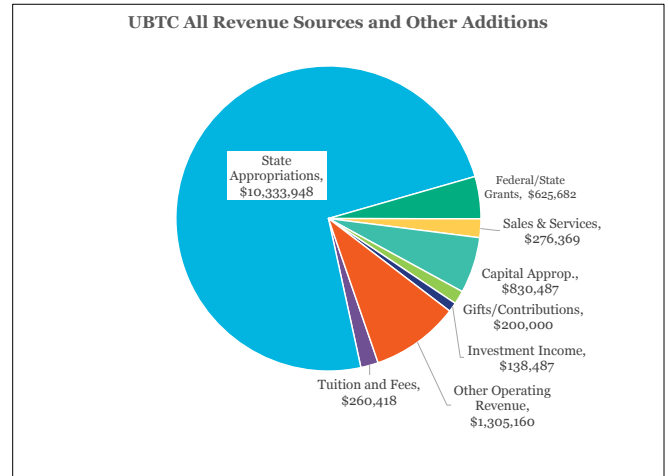


# Uintah Basin Technical College

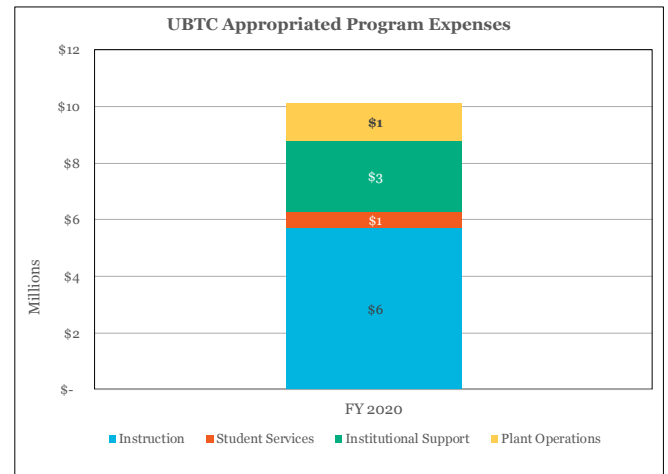
## Financial Summary 2021 General Session



<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>

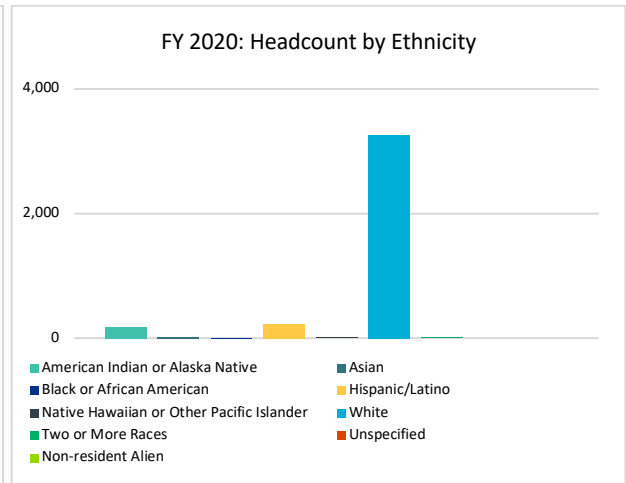
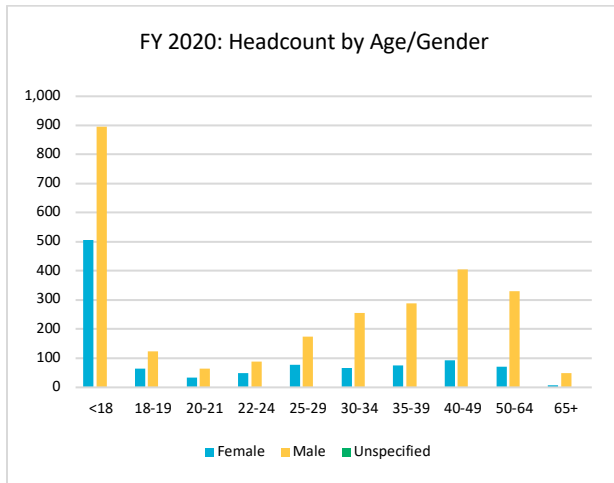
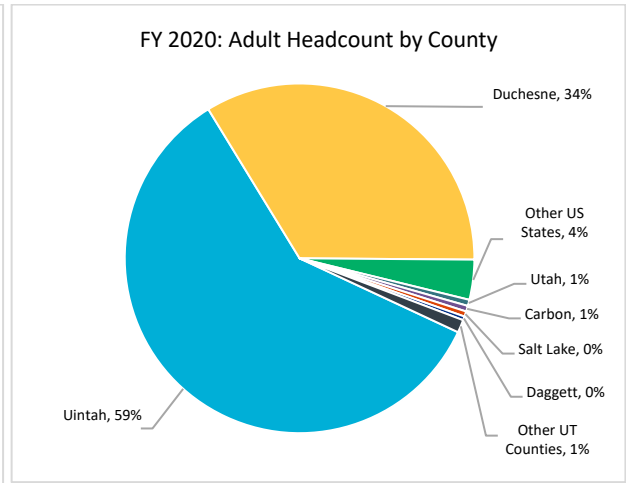
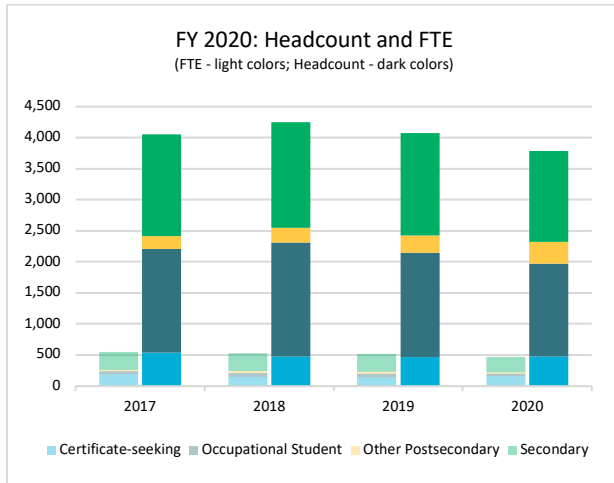


<b>Program Expenses</b>	<b>2019-20 Actual Appropriated</b>	<b>2019-20 Actual All Sources</b>
Instruction	\$5,722,091	\$6,360,261
Research		
Public Service		
Academic Support		
Student Services	569,826	569,823
Institutional Support	2,504,183	2,745,332
Plant Operations	1,320,519	1,552,717
Depreciation		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>

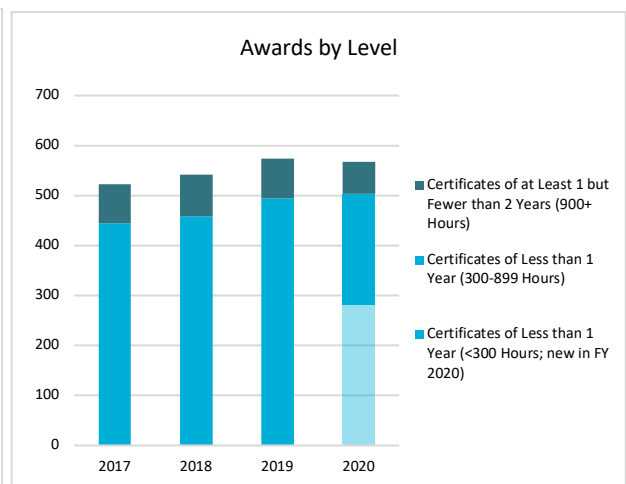
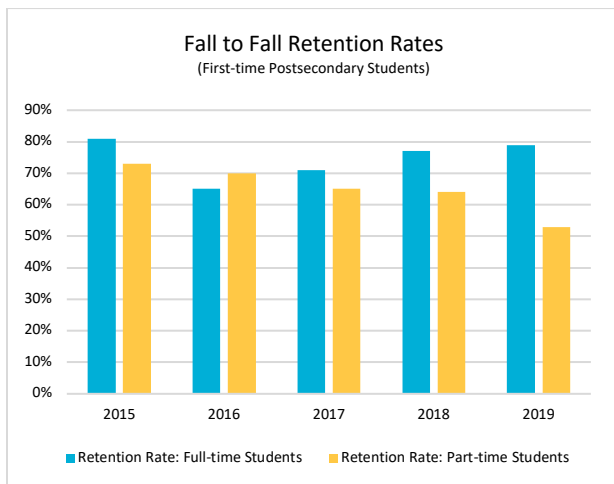


<b>Expenditure Category</b>	<b>2019-20 Actual Appropriated</b>
Regular Faculty Wages	\$2,449,402
Adjunct and TA Wages	363,000
Executive/Staff Wages	2,165,580
Employee Benefits	2,530,335
Travel	75,340
Current Expense	1,557,152
Fuel and Power	359,995
Equipment	615,815
Transfers	
<b>Total Expenditures</b>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

## Student Enrollment



## Retention and Awards





# ISSUE BRIEF

May 2021

Commissioner Dave Woolstenhulme

## Utah Board of Higher Education Statutory Responsibilities and Authorities

The Utah Legislature established the Utah Board of Higher Education July 1 2020 and enacted specific and comprehensive responsibilities and authorities. Below are the Board's responsibilities and authorities as stated in Utah Code 53B-1-402.

### The Board of Higher Education Is:

- The governing board for the institutions of higher education, which controls, manages, and supervises the Utah system of higher education

### The Board of Higher Education Shall:

- Establish and promote a state-level vision and goals for higher education that emphasize system priorities, including:
  - Quality
  - Affordability
  - Access and equity
  - Completion
  - Workforce alignment and preparation for high-quality jobs
  - Economic growth
- Establish policies and practices that advance the vision and goals
- Establish metrics to demonstrate and monitor:
  - Performance related to the goals and
  - Performance on measures of operational efficiency
- Collect and analyze data including economic data, demographic data, and data related to the metrics
- Coordinate data collection across institutions
- Establish, approve, and oversee each institution's mission and role in accordance with Section 53B-16-101
- Assess an institution's performance in accomplishing the institution's mission and role
- Participate in the establishment and review of programs of instruction in accordance with Section 53B-16-102



- Perform duties related to an institution of higher education president, including:
  - Appointing an institution of higher education president in accordance with Sections 53B-2-102 and 53B-2a-107
  - Providing support and guidance to an institution of higher education president
  - Evaluating an institution of higher education president based on institution performance and progress toward system-wide priorities
- Create and implement a strategic finance plan for higher education, including by:
  - Establishing comprehensive budget and finance priorities for academic education and technical education
  - Allocating statewide resources to institutions
  - Setting tuition for each institution
  - Administering state financial aid programs
  - Administering performance funding in accordance with Chapter 7, Part 7, Performance Funding
  - Developing a strategic capital facility plan and prioritization process in accordance with Sections 53B-2a-117 and 53B-2a-118 (commonly referred to as SB 102)
- Create a seamless articulated education system for Utah students that responds to changing demographics and workforce, including by:
  - Providing for statewide prior learning assessment, in accordance with Section 53B-16-110
  - Establishing and maintaining clear pathways for articulation and transfer, in accordance with Section 53B-16-105
  - Establishing degree program requirement guidelines, including credit hour limits
  - Aligning general education requirements across degree-granting institutions
  - Coordinating and incentivizing collaboration and partnerships between institutions in delivering programs
  - Coordinating distance delivery of programs
  - coordinating work-based learning
- Coordinate with the public education system:
  - Regarding public education programs that provide postsecondary credit or certificates
  - To ensure that an institution of higher education providing technical education serves secondary students in the public education system
- Delegate to an institution board of trustees certain duties related to institution governance including:
  - Guidance and support for the institution president
  - Effective administration
  - The institution's responsibility for contributing to progress toward achieving system-wide goals
  - Other responsibilities determined by the board
- Delegate to an institution of higher education president management of the institution of higher education
- Maximize efficiency throughout the Utah system of higher education by identifying and establishing shared administrative services
- Develop strategies for providing higher education, including career and technical education, in rural areas
- Manage and facilitate a process for initiating, prioritizing, and implementing education reform initiatives
- Provide ongoing quality review of institutions.

# BOARD WORKFLOW

